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ABSTRACT

This Bilingual Project reviewed here included 2,406 students in grades kindergarten through 6 on 16 campuses in 3 types of project schools. Student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program. A generally high level of attainment was found for objectives related to instructional processes and project inputs. On the other hand, it was found that development of local curriculum units did not occur, and that parent volunteers were frequently not present during classroom instructional time. In addition to the measurement of project objectives, four areas of special interest were investigated. Results of these studies showed that: (1) students receiving bilingual instruction learned more Spanish and just as much English as those students in non-bilingual classes; (2) parents who are interviewed by a community representative develop more knowledge and support of school activities; (3) Spanish is used widely in instruction, but English is used more for informal acticities; and (4) bilingual project classrooms were more task-oriented, more positive, and produced more teacher-student contact than non-project classroom on the same campus. (Author/AMH)

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# FINAL TECHNICAL REPORT

ESEA Title VII Bilingual Project
1974 - 1975

Project Number S0163SA

austin independent school district

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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# I

## ABSTRACT

The 1974-1975 ESEA Title VII Bilingual Project in the Austin Independent School District included 2,406 students in grades kindergarten through sixth on sixteen campuses. This report reviews the activities of the project in terms of stated objectives. The C.I.P.O. Evaluation Model was used as a guide for the evaluation of the project. Thus, student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program.

The student outcome objectives were attained in the areas of Spanish language development, English language development, English reading, and self-concept. Outcome objectives were not met for basic concepts acquisition in the student's dominant language, Spanish reading, or attitude toward school. Math skills acquisition has not been measured fully to date.

There was a generally high level of attainment for objectives related to instructional processes and project inputs. Spanish instruction occurred about as planned except that not all Spanish dominant students received initial reading instruction in Spanish. The development of local curriculum units did not occur, and parent volunteers were not frequently present during classroom instructional time.

Three types of project schools were operated. In areas of low concentration of Spanish speaking students, a K-1 program functioned with bilingual aides working with monolingual teachers. This proved to be beneficial in developing the Spanish language proficiencies of the students but was not a bilingual program in the true sense that content areas should be taught in both English and Spanish. In the sixth grade centers, again a bilingual aide teamed with monolingual teachers in a Spanish as a second language type program. The students showed significant gains in Spanish oral language proficiency, but no impact was made upon content areas. In the six major project schools, students in grades K-5 were instructed by both bilingual teachers, monolingual team teachers, and bilingual aides. In these schools, implementation of the project's proposed activities was very high.

In addition to the measurement of project objectives, the evaluation staff investigated four areas of special interest. The results of these studies showed that students receiving bilingual instruction learn more Spanish and just as much English as those students in non-bilingual classes; parents who are visited and interviewed by a community representative develop more knowledge about and support of school activities; Spanish is used widely in instruction in the bilingual classes but English is used much more for informal activities; and bilingual project classrooms were more task oriented, more positive, and produced more teacher-student contact than non-project classrooms on the same campuses.

## II

## DECISION QUESTIONS

From the results of this evaluation, as well as other sources of assessment data, the Title VII Bilingual Project and the Austin Independent School District must address several decision questions. Because of the nature of federal funding through ESEA Title VII, some of these decisions have already been made. In this chapter, the decision questions will be stated, recommendations made, and supportive evidence discussed as an available basis for future decisions and planning of future bilingual education efforts.

### SYSTEM LEVEL DECISION QUESTIONS

### QUESTION 1

Should bilingual education be continued in the Austin Independent School District.

### RECOMMENDATION

Bilingual education should be continued in the Austin Independent School District with emphasis on advance planning of clearly stated goals, objectives, and activities.

### SUPPORTIVE DATA

Interviews of parents and principals showed a broad base of support for bilingual education. The needs assessment prepared for the 1975-1976 application for funding under Title VII clearly describes needs which bilingual education is designed to address. There are no data from this evaluation report which show deleterious effects of bilingual instruction. Although bilingual education is relatively new in the Austin Independent School District, some positive effects have been shown by the evaluation of both the ESEA Title VII Project and the ESAA Bilingual/Bicultural Project in the areas of parent attitudes as well as student cognitive and affective growth.

Bilingual education for A.I.S.D. can be justified by student needs. However, the continuance of bilingual education should be based on the positive effects it is capable of producing. Future positive effects will depend heavily upon the stabilization of the Department of Bilingual and Migrant Education in terms of personnel and direction. The problems encountered by the department and the Title VII Project can be attributed partly to the workload and inexperience of the staff; but, if positive effects in terms of student outcomes are to be effected, the project and the department must face squarely the need for advance planning, efficient organization, clearly stated goals and objectives, well developed curriculum, and full implementation of instructional activities. All of these were lacking to varying degrees in the past year.

The schools' staffs will also be required to cooperate with the project in implementation. In the past year, project staff and school staff have cooperated; however, conflicting plans such as in the sixth grade centers have interferred with consistency in the delivery of services to the students.

### QUESTION 2

Which students in the Austin Independent School District should be included in bilingual education?

### RECOMMENDATION

All students who are Spanish dominant and all other students who desire bilingual education should be included.

### SUPPORTIVE DATA

The policy on bilingual education adopted by the School Board in 1974 provides that all students who are Spanish dominant in grades K-3 receive instruction bilingually. Data collected in the evaluations of bilingual projects in Austin show positive effects for both Spanish dominant and English dominant students in grades K-6. More in-depth analysis of the effects of bilingual education on students from varied language backgrounds is needed to further support this recommendation.

### QUESTION 3

What funding source(s) should be tapped to support bilingual education?

### RECOMMENDATION

All three available funding sources, local, state, and federal, should be tapped.

### SUPPORTIVE DATA

The need for bilingual education for just the Spanish speaking student population in Austin is found on many campuses. All three sources are required to work together in serving these students. The reason is that state and federal monies for bilingual education are categorical funds which are accompanied by restrictive guidelines regarding the students eligible for assistance and the activities qualifying for support. Therefore, the full needs of the Austin Independent School District can only be met through local funding supporting the campuses and/or activities not provided for under governmental assistance.

## PROGRAM LEVEL DECISION QUESTIONS

### QUESTION 1

What grade levels should be included in the 75-76 Title VII Bilingual Project?

### RECOMMENDATION

All grade levels K-6 should be included.

### SUPPORTIVE DATA

The Title VII Project was originally planned to expand and reinforce the local effort in bilingual education begun in 1970. A grade level progression from kindergarten in 1970 to K and 1 in 1971 through K-5 in 1975 was supported. The expansion of Title VII from a K-4 program in 74-75 to a K-5 program in 75-76 would provide those students who began instruction bilingually in kindergarten five years ago a chance to continue receiving bilingual instruction. However, the sixth grade program in 74-75 was not a bilingual program but a Spanish as a second language program implemented on some campuses without a single bilingual teacher and dependent upon a paraprofessional for instructional activities. This did produce increased oral Spanish proficiencis but could not have greatly affected overall achievement. The sixth grades included in 75-76 will need a certified bilingual teacher. This need is supported by the results of interviews of teachers, principals, community representatives, and aides.

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### QUESTION 2

What schools should be included in the 75-76 Title VII Bilingual Project?

### RECOMMENDATION

The four campuses with a K-1 program in 74-75 should be transferred from the Title VII and supported fully by state and local funds. Travis Heights should be retained as the only project sixth grade center. The other six schools should participate in Title VII again in 75-76.

### SUPPORTIVE DATA

The four K-1 project schools enroll only a small number of Spanish dominant students, and, although these four schools met project objectives in all areas this year, the monies spent serving so few students could be well invested in the other project schools. Travis Heights was the only sixth grade center with a significant number of Spanish speaking students. In the other five centers Title VII was investing much to serve a small number of students. These five centers and the four K-1 schools need a bilingual program; however, local and/or state funds which are less restricted in how they can be spent could better meet the needs of the students in these schools.

QUESTION 3

What emphasis should there be in curriculum development?

RECOMMENDATION

The project staff should concentrate on identifying and adapting materials rather than developing new ones.

SUPPORTIVE DATA

The difficulty the project encountered this year in finding and hiring a person capable of developing curriculum, the expense involved in developing curriculum, and the expressed feeling of the project staff that the most productive approach is to review available materials and adapt them for local needs all contribute to this recommendation.

QUESTION 4

What emphasis should there be in staff development?

RECOMMENDATION

Staff development efforts should emphasize the acquisition of teaching competencies by teachers and aides, the acquisition of bilingual program administrative competencies by project staff and principals, and the acquisition of further formal education and degrees by teachers and aides.

SUPPORTIVE DATA

Some of the highest rated workshop sessions this year concerned specific classroom techniques and instructional approaches and their related teaching competencies. Understanding of the need for bilingual education and a dedication to it have been expressed by the teachers along with their desire for more training in how to do it right.

Personnel records on project teachers showed only one with a masters degree and most aides with no college experience. A strong national emphasis from Title VII also encourages the provision of resources to teachers and aides to continue their education.

QUESTION 5

What emphasis should there be in the supervision of project classrooms?

RECOMMENDATION

Supervision of project classrooms should be purposive, aimed at helping teachers and aides develop their teaching competencies.

SUPPORTIVE DATA

Supervision should follow along with the staff development emphasis on the acquisition of teaching competencies by teachers and aides. This year classrooms were regularly visited; however, a stated purpose for each visit and more structure to these observations by the instructional supervisors would be beneficial.

QUESTION 6

What emphasis should there be in the evaluation of the project?

RECOMMENDATION

Evaluation should address specific decision questions outlined by the project and should be conducted using research methodology whenever possible.

SUPPORTIVE DATA

Evaluation is most useful when it provides to the decision makers data on which critical decisions can be made. This data becomes more reliable and dependable the more strict research procedures are followed.

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QUESTION 7

What staffing patterns should be implemented?

RECOMMENDATION

Teaming of bilingual and monolingual teachers with the support of teacher aides is recommended. Oral Spanish can be taught effectively by a resource aide working with monolingual teachers.

SUPPORTIVE DATA

Students in the classrooms where a bilingual teacher and a monolingual teacher teamed consistenly scored higher on Spanish and English tests than students in a self-contained monolingual classroom. Bilingual aides in the K-1 schools and the sixth grade centers were able to significantly develop the oral Spanish proficiency of their students. However, this is not bilingual education as defined by the Office of Education.

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QUESTION 8

What activities should the parental involvement component emphasize?

RECOMMENDATION

The parental involvement component should emphasize home visits and the scheduling of parent volunteers in the classroom.

SUPPORTIVE DATA

Results of 700 parent interviews indicate that home interviews or visits by the community representatives can significantly improve parents' knowledge of and support of school activities. Records maintained in project classrooms, community representatives interviews, and community representatives monthly reports all show that very little time was spent by parent volunteers in project classrooms. Much of the community representatives' time was spent in material preparation. As a result parental involvement objectives were not met.

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QUESTION 9

For what purposes should the Spanish Criterion Referenced Test be used?

RECOMMENDATION

The Spanish Criterion Referenced Test should be used by teachers as a diagnostic instrument. It should not be used as a major evaluation instrument.

SUPPORTIVE DATA

The results of the SpCRT this year were not widely used by the teachers as a guide to prescribing instruction. However, the SpCRT does provide a useful diagnostic tool whose use should be encouraged. On the other hand, the inconsistency with which the SpCRT was administered and scored and the non-use of the student profiles by many teachers makes its value as an evaluation instrument dubious.

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# III

# PROJECT DESCRIPTION

## Program

The 1974-75 ESEA Title VII Bilingual Project in the Austin Independent School District was funded from July 1, 1974 through June 30, 1975 for a total budget of $400,000. This budget was mainly for salaries of project support personnel, instructional materials, and staff training. The Austin Independent School District supplied all teacher salaries, most capital outlay, and the resources of the local Department of Bilingual and Migrant Education. The Austin Independent School District's Title VII Project was designed to build upon a base of a small locally funded bilingual effort, to complement Texas' first grade bilingual program, and to contribute to the elimination of racial isolation in the sixth grade centers.

Table 1 below identifies the grade levels in which the project functioned in the 16 target schools.

Table 1 - Participating Grades in Project Schools

| | | Grade Levels | | | | | |
|---|---|---|---|---|---|---|---|
| Campus | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Brown | x | x | | | | | |
| Maplewood | x | x | | | | | |
| Reilly | x | x | | | | | |
| Rosedale | x | x | | | | | |
| Becker | x | x | x | x | x | | |
| Brooke | x | x | x | x | x | | |
| Dawson | x | x | x | x | x | | |
| Ortega | x | x | x | x | x | | |
| Ridgetop | x | x | x | x | x | | |
| Zavala | x | x | x | x | x | x | |
| Baker | | | | | | | x |
| Blanton | | | | | | | x |
| Joslin | | | | | | | x |
| Read | | | | | | | x |
| Travis Ht. | | | | | | | x |
| Webb | | | | | | | x |

The number of students participating in the Title VII Bilingual Project was 2,406. Table 2 breaks out the project students by school and ethnic group. Data are not available for Baker, Reilly, or Maplewood at this time. These figures are based on 74-75 enrollment and yield project totals as described in Table 3.

The project funded eight and one-half professional staff positions, three secretarial positions, 34 teacher aide positions, and 10 community representative positions. The Interim Report (Publication Number 106.26) contains a listing of these positions along with the beginning date of each, the date filled, and the person hired. This information reveals that, mostly as a result of the late notification of funding, in many cases the project staff was not hired to begin on the first possible work day.

Staffing patterns in the classrooms varied. There were three basic schools groups with characteristic staffing. The four campuses with a K-1 program each had one bilingual aide working with two or four monolingual classroom teachers. The six K-4 schools (one with 5th) each had four bilingual aides and usually a bilingual teacher and a monolingual teacher teaming at each grade level. The six sixth grade centers each had one bilingual aide working with designated classrooms and students - in two centers with bilingual teachers and in four with monolingual teachers.

The major components of the project were Instruction, Staff Development, Curriculum Development, Parental Involvement, and Evaluation.

The Bilingual Education Instructional Model adapted for the Title VII Project is described as an instructional program encompassing the total educational process in which two languages, English and Spanish, are used for a portion of or all of the curriculum. The amount of time and the treatment accorded to each of the languages in both content areas and language instruction is commensurate with the individual needs of pupils. Inherent in the program of bilingual instruction is the teaching of the cultural heritage of the people whose languages are used and of their contributions to the community, the state, and the country.

For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships is undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.

The AISD Bilingual Education Instructional Model adheres to the Statewide Design for Bilingual Education adopted by the State Board of Education and the AISD School Board Policy on Bilingual/Multicultural Education.

## Evaluation

The evaluation design for the ESEA Title VII Bilingual Project was based upon Austin Independent School District's C.I.P.O. evaluation model (C = context, I = inputs, P = processes, and O = outcomes). All of the objectives outlined here were developed by the Title VII Bilingual Project as an expansion of the objectives and evaluation activities described in the proposal approved by the Office of Education. This design reflects both formative and summative evaluation.

Two Process Evaluators (Classroom Observers) were employed to aid in the collection and reporting of data about the on-going activities of the project. Their major activities included observation of classrooms, interviewing of staff, the development of instruments, and testing of students. Formative evaluation reports were issued upon the completion of major events within the project. Formative evaluation also included the measurement of all of the stated process and input objectives outlined in this report.

## Summative Evaluation

Summative evaluation focused upon the student outcome objectives for the project. Table 9 on the following page presents the standardized instruments being used, students being tested, dates of the testing, and all programs in A.I.S.D. participating in the testing. In all cases where resources permitted, testing was conducted by staff from the Office of Research and Evaluation. Teachers and aides administered other instruments.

## Table 2

## Ethnic Composition of the AISD Title VII Bilingual Project

| SCHOOL | MEX.-AM. IN BILINGUAL CLASSES | % OF TOTAL MEX.-AM. ENROLLMENT THAT RECEIVES BILINGUAL ED. | BLACKS IN BILINGUAL EDUCATION | % OF TOTAL BLACK ENROLLMENT THAT RECEIVES BILINGUAL ED. | ANGLOS IN BILINGUAL EDUCATION | % OF TOTAL ANGLO ENROLLMENT THAT RECEIVES BILINGUAL EDUCATION |
|---|---|---|---|---|---|---|
| A | 205 | 39 | 7 | 8 | 15 | 10 |
| B | 303 | 82 | 2 | 100 | 3 | 60 |
| C | 156 | 34 | 7 | 20 | 59 | 24 |
| D | 90 | 57 | 113 | 48 | 5 | 29 |
| E | 73 | 73 | 5 | 60 | 75 | 69 |
| F | 270 | 69 | 13 | 42 | 3 | 28 |
| G | 23 | 19 | 11 | 10 | 28 | 10 |
| J | 16 | 21 | 0 | 0 | 79 | 31 |
| K | 14 | 22 | 22 | 13 | 56 | 17 |
| L | 25 | 22 | 2 | 2 | 62 | 9 |
| O | 3 | 13 | 2 | 4 | 84 | 15 |
| M | 91 | 31 | 21 | 27 | 114 | 33 |
| N | 15 | 14 | 21 | 12 | 80 | 13 |

## Table 3 Project-Wide Ethnic Composition Of Students

| Number of Mex. Amer. (Percentage) | Number of blacks (Percentage) | Number of Anglos (Percentage) |
|---|---|---|
| 1,284<br>(59%) | 226<br>(10%) | 663<br>(31%) |

# Table 9 Testing Program

SCHOOLS: Group A - Allison, Govalle, Metz, Palm, Ortega,-Brooke, Becker, Dawson, Ridgetop, Zavala
Group B - Reilly, Brown, Maplewood, Rosedale
Group C - Martin, Allan, Baker, Joslin, Webb, Travis Heights, Read, Blanton

| Instrument | Students | | | Test Dates | Program |
|---|---|---|---|---|---|
| | Schools | Grades | Sample | | |
| California Achievement Test-Reading | A | 2-5 | 100% | Oct., 74 | T1, T7, B/B, PA, IGE AISD |
| California Achievement Test-Reading & Math. | A,C | 2-4-6 | 100% | Feb., 75 | T1, T7, B/B, PA, IGE AISD |
| California Achievement Test-Reading | A | 1,3,5 | 100% | Apr., 75 | T1, T7, B/B, PA, IGE |
| Piers-Harris Self-Concept Test | A | 3-4 | 50% (Ridgetop Dawson only Bil. classes) | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| School Sentiment Index | A | 3-4 | 50% (Ridgetop Dawson only Bil. classes) | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| Primary Self-Concept Test | A,B<br>A,B | K<br>K | 8 per class | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| Boehm Test of Basic Concepts | A,B | K | 100% | Sept./74<br>Feb. /75 | T1, T7, B/B, PA, IGE |
| James or PAL Lang. Dom. Test | A,B | K,1 | 100% | Sept./74 | T7, B/B, AISD |
| James or PAL Lang. Dom. Test | A,B | K,1 | All Sp. Dominant All bil. 1/4 Eng. Dominant | May, /74 | T7, B/B |
| Spanish Criterion Ref. Test | A,B | K-5 | Bilingual classes | Oct. /74 | T7, B/B |
| Spanish Criterion Ref. Test | A,B | K-5 | 1/3 of ea. bil. class | Oct./74 | T7, B/B |
| Inter-American Series | A | 1-5 | 1/3 of ea. bil. class | May,/74 | T7, B/B |

KEY:
T1 = Title I
T7 = Title VII
B/B = ESAA Bil/Bic.
PA = Project Assist (ESAA)
IGE = Ind. Guided Ed.
AISD = District Testing program

# IV

# CONTEXT

The context is defined by the Austin Independent School District's CIPO Evaluation Model as the total environment in which a program operates, including the factors over which the program has no control. The context is seen as critical in evaluation since all the data, conclusions, and recommendations must be understood in relation to all the non-project influences impacting the student simultaneously with project activities.

## Curriculum Differences Among the Project Schools

The major portion of the context of the Title VII Bilingual Project is the overall curriculum and educational program in the Austin Independent School District. This educational program is characterized by multiple adoption of textbooks, a variety of supplementary materials, and an emphasis upon campus level decision making and planning. As a result, the Title VII Bilingual Project was merged with a variety of school level organizational schemes. This makes comparisons of results among schools very hazardous since the scope of the evaluation activities could not specify nor control for these individual school differences. Results gathered from across all the project schools would then represent the effects of a range of instructional emphases combined with a bilingual education program.

## Other Special Projects

The schools designated as project schools for Title VII also qualify under the guidelines of other special programs. As a result, students receive multiple special treatments, faculties are trained by multiple project staffs, and principals are required to manage the implementation of multiple programs. The District also funds pilot projects for special purposes in most of the Title VII schools.

The end result is that schools are under pressure to meet the requirements of the standard curriculum while undergoing change instituted by these special programs. The overlap of these programs also masks program effects. What student outcomes can be attributed to which treatments, or combination of treatments, is in most cases impossible to determine. Therefore, the same data reported here for bilingual education may be reported elsewhere to show the effects of Title I or another special program.

## Pupil Teacher Ratio

The Austin Independent School District reduced the pupil teacher ratio in low income schools in 1973. Therefore, the ratio for project schools in the 74-75 school year was about 22.7 to 1 as compared to the district average of 25.7 to 1 and the higher income schools' average of 27 to 1.

## Sixth Grade Centers

Under court order, the Austin Independent School District established sixth grade centers in 1973. The six centers participating in the project are one year schools where the ethnic composition of the student body is more heterogeneous that that of the elementary schools from which the students come.

## Demographic Data

Table IV.1 presents the demographic data for the 16 project schools. There was a wide range of concentration of low income students among the schools. The ethnic breakdown of the schools also varied; however, on most campuses, Mexican-American students were predominant. The comparison of project results from one school to another is subject to the effects of the varying concentrations of low income students and the varying ethnic distributions.

## Achievement Data

Achievement data reported in the needs assessment portion of the Title VII Proposal show that the project schools had, prior to 1974, levels of achievement which were lower than both the District mean and the national norm. Thus, the project was operating in a context where low achievement levels were common.

## School Personnel

The bilingual teachers were all bachelor degree holders with an average of 5.6 years of teaching experience. Their monolingual team teachers were also bachelor degree holders (with the exception of two with masters degree) with an average of 7.4 years of teaching experience.

Table IV.2 shows the ethnic breakdown of the teachers on each project campus. In the schools with a K-4 bilingual program, the percentage of Mexican-American teachers was higher than the District's average. In the K-1 schools and the sixth grade centers, the percentages are below the District's average for Mexican-American teachers, with five schools having none at all.

Other special projects such as Title I and Teacher Corps provided some campuses with additional teacher aides or interns.

## Local Bilingual Program

The base on which the Title VII Project was built was a locally sponsored bilingual program begun in 1970. All of the K-4 project schools participated to some degree; however, resources were limited. One grade level had been added each year so that the Title VII Project encompassed the five grades planned for bilingual instruction through the natural progression of the local program from Kindergarten in 1970 to fourth grade in 1974. Therefore, some teachers in these schools did have teaching experience in bilingual education, and some students had been receiving Spanish instruction since kindergarten.

## Demographic Data for Title VII Students

### Table IV.1

| Schools | Enrollment | % Low Income | % Mex. American | % Black | % Other |
|---|---|---|---|---|---|
| K-1: | | | | | |
| Brown | 524 | 38% | 23% | 22% | 55% |
| Maplewood | 398 | 79% | 15% | 77% | 8% |
| Reilly | 294 | 22% | 28% | 2% | 70% |
| Rosedale | 338 | 39% | 22% | 4% | 74% |
| K-4: | | | | | |
| Becker | 767 | 77% | 69% | 12% | 19% |
| Brooke | 374 | 77% | 69% | 0 | 2% |
| Dawson | 743 | 47% | 62% | 5% | 33% |
| Ortega | 410 | 82% | 39% | 57% | 4% |
| Ridgetop | 217 | 39% | 46% | 4% | 50% |
| K-5: | | | | | |
| Zavala | 435 | 85% | 90% | 7% | 3% |
| 6th grade: | | | | | |
| Baker | 477 | 33% | 18% | 10% | 72% |
| Blanton | 568 | 7% | 11% | 30% | 59% |
| Joslin | 918 | 16% | 13% | 10% | 77% |
| Read | 641 | 12% | 4% | 7% | 89% |
| Travis Heights | 712 | 50% | 41% | 11% | 48% |
| Webb | 896 | 27% | 12% | 20% | 68% |

## Ethnic Composition of Faculties

### Table IV.2

| Schools | Total No. of Teachers | Number(%) Mex. Amer. | Number(%) Black | Number (%) Other |
|---|---|---|---|---|
| K-1: | | | | |
| Brown | 22 | 0 | 18% | 82% |
| Maplewood | 22 | 0 | 27% | 77% |
| Reilly | 13 | 0 | 31% | 69% |
| Rosedale | 12 | 0 | 8% | 92% |
| K-4: | | | | |
| Becker | 43 | 19% | 21% | 60% |
| Brooke | 19% | 63% | 16% | 21% |
| Dawson | 36 | 16% | 16% | 68% |
| Ortega | 21 | 29% | 14% | 57% |
| Ridgetop | 10 | 20% | 20% | 60% |
| K-5: | | | | |
| Zavala | 24 | 42% | 12% | 46% |
| 6th grade: | | | | |
| Baker | 26 | 3% | 12% | 85% |
| Blanton | 27 | 0 | 15% | 85% |
| Joslin | 40 | 2% | 15% | 83% |
| Reed | 13 | 0 | 31% | 69% |
| Travis Heights | 35 | 9% | 14% | 77% |

## V
## OBJECTIVES

This chapter investigates the stated objectives of the 74-75 Title VII Bilingual Project. These objectives were derived from the outline for the project's evaluation as it appeared in the proposal approved by the Office of Education. The evaluation design was briefly described in Chapter III showing the relationships among the three levels of objectives. These levels are inputs, processes, and outcomes as defined in the Austin Independent School District's CIPO Evaluation Model.

On the following pages, each objective appears in its complete form, the level of attainment is stated, and the evidence used to determine the level of attainment is discussed.

References are made frequently to more detailed descriptions of the data summarized here. Parallel to this Final Evaluation Report is a Final Technical Report which contains the more statistical and detailed treatments of the data collected. The appendices referred to in this chapter are appendices to this Final Technical Report, a copy of which is on file in the Office of Research and Evaluation.

The numbering of the objectives follows this format. The first letter refers to either the cognitive (C) or the affective (A) domain. The second letter designates the language addressed by the objective, either Spanish (S) or English (E). The first number identifies the outcome objective, the second identifies the related process objective, and the third identifies the related input objective.

Example:

CS3.2.4

C = Cognitive Domain
S = Spanish
3 = Outcome Objective
2 = Process Objective
4 = Input Objective

All the outcome objectives are presented first, then process objectives, and then input objectives.

## SUMMARY OF OBJECTIVES

### Title VII Bilingual Project

This table summarizes the objectives and their level of attainment. Although the level of attainment of some objectives was difficult to categorize as either adequate or inadequate, a determination was made by the Evaluator in order to assist the District in decision making concerning the project. This summary thus, does not allow the differentiation between objectives fully achieved or not achieved, and those just barely missed, just barely met, or open to interpretation. Objectives met are typed in all capital letters. Objectives not met are typed in lower case letters. Objectives not measured are typed in parentheses.

A full listing of these objectives and the evidence on which the levels of attainment were based is included in this report. The descriptors used here for each objective also appear on the listing of the detailed objectives.

ALL CAPITAL LETTERS = OBJECTIVE MET

all lower case letters = objective not met

(Parentheses) = Objective Not Measured

| AREA | OUTCOMES | PROCESSES | INPUTS |
|---|---|---|---|
| Spanish, Cognitive | basic concepts | SPANISH INSTRUCTION | SUMMER STAFF TRAINING |
| | | | ON-GOING STAFF TRAINING |
| | | | BILINGUAL AIDE |
| | | | parent volunteers |
| | | | MATERIALS |
| | | | SUPERVISION |
| | LANGUAGE PROFICIENCY | LISTENING/SPEAKING | SUMMER STAFF TRAINING |
| | | | ON-GOING TRAINING |
| | | | BILINGUAL AIDE |
| | | | MATERIALS |
| | | | parent volunteers |
| | | | SUPERVISION |

| AREA | OUTCOMES | PROCESSES | INPUTS |
|---|---|---|---|
| Spanish, Cognitive | reading skills | dominant language instruction | DOMINANCE TESTING |
| | | | SUMMER STAFF TRAINING |
| | | | AIDE TRAINING |
| | | | SUPERVISION |
| | | | MATERIALS |
| | | READING/WRITING | SUMMER STAFF TRAINING |
| | | | ON-GOING TRAINING |
| | | | MATERIALS |
| | | | SUPERVISION |
| | | | parent volunteers |
| | | | BILINGUAL AIDE |
| | | GROUPING/INDIVIDUALIZATION | SPANISH CRT |
| | | | SUMMER STAFF TRAINING |
| | | | ON-GOING STAFF TRAINING |
| | | | SUPERVISION |
| | | BILINGUAL TEACHERS | TEAM TEACHING |
| | | use of aide | planning with teacher |
| | | | BILINGUAL AIDE |
| | | | summer staff training |
| | | | on-going staff training |
| | | parent volunteers | scheduling volunteers |
| | | local units | curriculum listings |
| | | | curriculum development |

| AREA | OUTCOMES | PROCESSES | INPUTS |
|---|---|---|---|
| English, Cognitive | basic concepts | ENGLISH INSTRUCTION | SUMMER STAFF TRAINING |
| | | | ON-GOING STAFF TRAINING |
| | | | BILINGUAL AIDE |
| | | | parent volunteers |
| | | | MATERIALS |
| | | | SUPERVISION |
| | LANGUAGE PROFICIENCY | LISTENING/SPEAKING | SUMMER STAFF TRAINING |
| | | | ON-GOING TRAINING |
| | | | BILINGUAL AIDE |
| | | | MATERIALS |
| | | | parent volunteers |
| | | | SUPERVISION |
| | READING SKILLS | DOMINANT LANGUAGE INSTRUCTION | DOMINANCE TESTING |
| | | | SUMMER STAFF TRAINING |
| | | | AIDE TRAINING |
| | | | SUPERVISION |
| | | READING/WRITING | SUMMER STAFF TRAINING |
| | | | ON-GOING STAFF TRAINING |
| | | | MATERIALS |
| | | | parent volunteers |
| | | | BILINGUAL AIDE |
| | | | SUPERVISION |
| | (Math Skills) | (Math Instruction) | MATERIALS |

| AREA | OUTCOMES | PROCESSES | INPUTS |
|---|---|---|---|
| Affective | HIGH SELF-CONCEPT | CULTURAL REFERENCES | SUMMER STAFF TRAINING |
| | | | ON-GOING STAFF TRAINING |
| | | | BILINGUAL AIDE |
| | | | MATERIALS |
| | | | curriculum development |
| | | | parent volunteers |
| | | | SUPERVISION |
| | attitude toward school | ALL OTHER PROCESSES | ALL OTHER INPUTS |

## OUTCOME OBJECTIVES

### OBJECTIVE CS1 BASIC CONCEPTS

Spanish dominant K students receiving instruction in Spanish will achieve the midyear middle socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (Spanish edition) in February, 1975.

LEVEL OF ATTAINMENT: NOT ACHIEVED

The mean score for Title VII students was 34.27. This is below the midyear middle socioeconomic norm.

EVIDENCE

All project kindergarten students were tested with the Boehm Test of Basic Concepts in February, 1975. The mean score for all project students in all project schools combined was 34.27. The midyear middle socioeconomic norm set as the desired level for this objective is 35.3. Therefore, this objective was not met. However, six of the ten project schools with kindergarten classes exceeded 35.3. The four schools not meeting this objective were the four with the highest concentration of minority students. Appendix P describes this testing and presents the results in more detail.

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### OBJECTIVE CS2 LANGUAGE PROFICIENCY

K and 1 students who initially score below 80% or below in Spanish oral language proficiency (September, 1974) on the James or PAL language dominance test and who receive Spanish as a second language (SSL) or Spanish as a first language (SFL) instruction will demonstrate a significant gain ($p < .05$) on a posttest, April, 1975.

LEVEL OF ATTAINMENT: ACHIEVED

The gains in Spanish language proficiency for project students were significant beyond the .05 level of confidence.

EVIDENCE

Appendix Q describes this testing and presents the results in more detail. Significant gains were recorded in Spanish language proficiency for project students in both bilingual and team classrooms and for project students who are Spanish dominant, bilingual, or English dominant.

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## OBJECTIVE CS3 READING SKILLS

a. At least 60% of the project students receiving instruction in Spanish communication skills will demonstrate a significant gain in Spanish communication skills from pretest date (fall, 1974) to posttest date (spring, 1975) as measured by the A.I.S.D. Spanish Reading Criterion Referenced Test. A significant gain will be defined as the meeting of 75% of the objectives identified for each student's prescribed instructional level.

b. Spanish dominant students, K-1, will demonstrate an increase in Spanish pre-reading and reading skills as indicated by a significantly higher number of students' ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the Spanish Criterion Referenced Test (SpCRT) posttest (spring, 1975) than on the pretest (fall, 1974).

c. English and Spanish dominant students receiving instruction in Spanish reading, 2-5, will demonstrate an increase in Spanish reading skills as indicated by a significantly higher number of students' ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the SpCRT posttest (spring, 1975) than on the pretest (fall, 1974).

d. Students tested in the spring of 1974 on the Inter-American Series Pruebas in Spanish, will demonstrate a significant increase ($p < .05$) in Spanish skills on a posttest in the spring of 1975.

## LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Overall, 56.26% of project students met the criterion level. Over 60% of project students met 75% of the objectives at their instructional level on levels C, D, and E but not on levels A, B, and F of the SpCRT.

b. Over 50% of the objectives showed significant gains by K and 1 students on levels A, B, and C.

c. Over 50% of the objectives did not show significant gains by 2-5 students on levels D, E, and F. Levels B and C did have significant gains evident.

d. Scores from 1974 are consistently higher than for 1975. Testing procedures were probably a major fact.

## EVIDENCE

Appendix W reports the results of the SpCRT testing.

a. When results were analyzed to determine the percentage of project students who passed from one instructional level to another, the overall percentage was 56.26%. This is below the level set for this objective. Looking at each of the six levels individually, over 60% of the students identified at levels C, D, and E did pass on to another level; however, fewer than 60% passed at levels A, B, and F.

b. K and 1 students were identified at levels A, B, and C of the SpCRT. On all three of these levels there were significant gains made on over 50% of the individual objectives.

c. Second through fifth grade students tested out predominantly at levels B, C, D, E, and F. On levels B and C there were significant gains on at least 50% of the individual objectives. On levels D, E, and F, there were significant gains on fewer than 50% of the objectives.

d. From the few project schools tested in 1974, no gains and some losses appear. Sampling and testing procedures probably account for some of these losses. (see appendix V)

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## OBJECTIVE CE1 BASIC CONCEPTS

English dominant K students receiving instruction in English will achieve the midyear socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (English edition) in February, 1975.

### LEVEL OF ATTAINMENT: NOT ACHIEVED

The mean score for Title VII students was 34.27. This is below the midyear middle socioeconomic norm.

### EVIDENCE

All project kindergarten students were tested with the Boehm Test of Basic Concepts in February, 1975. The mean score for all project students in all project schools combined was 34.27. The midyear middle socioeconomic norm set as the desired level for this objective is 35.3. Therefore, this objective was not met. However, six of the ten project schools with kindergarten classes exceeded 35.3. The four schools not meeting this objective were the four with the highest concentration of minority students. Appendix P describes this testing and presents the results in more detail.

---

## OBJECTIVE CE2 LANGUAGE PROFICIENCY

K and 1 students who initially score below 80% or below in English oral language proficiency (September, 1974) on the James or PAL language dominance test and who receive English as a second language (ESL) or English as a first language (EFL) instruction will demonstrate a significant gain ($p < .05$) on a posttest, April, 1975.

### LEVEL OF ATTAINMENT: ACHIEVED

The gains in English language proficiency for project students were significant beyond the .05 level of confidence.

### EVIDENCE

Appendix Q describes this testing and presents the results in more detail. Significant gains were recorded in English language proficiency for project students in both bilingual and team classrooms and for project students who are Spanish dominant, bilingual, or English dominant.

## OBJECTIVE CE3 READING SKILLS

At least 60% of the project students receiving instruction in English communication skills (grades 1-6) will demonstrate a significant gain in English communication skills as indicated by an increase of at least .6 month per month of instruction from pretest date (fall, 1974) to posttest date (spring, 1975) as measured by the California Achievement Test's Reading Subtest.

### LEVEL OF ATTAINMENT: ACHIEVED

For students pre and post tested, the percent showing a gain of at least .6 month per month are-

83% of 2nd grade students in bilingual classes.
71% of 2nd grade students in team classes.
65% of 4th grade students in bilingual classes.
59% of 4th grade students in team classes.

### EVIDENCE

Second and fourth grade students were pretested in October, 1974 and posttested in February, 1975. The gains made for project bilingual and team classrooms were calculated to show the percentage of students reported above to have gained at least .6 month per month of instruction. The full results are reported in Appendix R.

## OBJECTIVE CE4 MATH SKILLS

Students receiving math instruction in English, 2 and 4, will demonstrate a significant increase ($p < .05$) in math skills when fall, 1974 mean scores are compared to spring, 1975 mean scores in project schools.

### LEVEL OF ATTAINMENT : (OBJECTIVE NOT MEASURED)

Students were tested once with the math subtest. No gains can be calculated.

### EVIDENCE

Project students took the math subtest only once during the school year; therefore, gains cannot be calculated until they are retested in the 75-76 school year.

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### OBJECTIVE A1 SELF CONCEPT

Students in project classrooms (K,3, and 4) will demonstrate significantly ($p < .05$) more positive self-concepts in the spring, 1975 than in the fall, 1974 as measured by the Primary Self-Concept Inventory (PSC) for K and the Piers-Harris Self-Concept Scale (PH-SC) for 3 and 4.

### LEVEL OF ATTAINMENT: ACHIEVED

K students did not demonstrate higher self-concepts on the PSC. Third and fourth grade students did demonstrate higher self-concepts on the PH-SC.

### EVIDENCE

K students were randomly sampled in the fall to take the PSC. These students were retested in the spring; however, there was no change in their scores significant at the .05 level of confidence. (See Appendix U). Third and fourth grade students were pre and post tested on the PH-SC. Their socres showed a significant positive change. (See Appendix T).

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### OBJECTIVE A2 ATTITUDE TOWARD SCHOOL

Students in project classrooms (3 and 4) will show a significant increase ($p < .05$) in positive attitudes toward school from pretest date (October, 1974) to posttest date (April, 1975), as measured by the School Sentiment Index.

### LEVEL OF ATTAINMENT: NOT ACHIEVED

Third and fourth grade project students showed a significant drop in positive attitudes toward school.

### EVIDENCE

Third and fourth grade students were administered the School Sentiment Index in the fall and again in the spring. Their scores showed a change away from positive attitudes which was significant beyond the .05 level of confidence. (see Appendix S)

## SIXTH GRADE CENTERS

The project activities in the sixth grade centers were not directly addressed by the previous objectives because of the unsettled nature of their organization of bilingual activities early in the school year. The following two objectives were composed late in the year for these centers.

### OBJECTIVE CS4 ORAL COMPREHENSION

Project sixth grade students at each center will demonstrate gains in oral Spanish comprehension by scoring significantly higher ($p < .05$) than a randomly selected control group at each campus on the Spanish Oral Comprehension Test (SpOCT) administered in May, 1975.

### LEVEL OF ACHIEVEMENT: ACHIEVED

On five of the six sixth grade campuses, the bilingual group scored significantly higher than the control group.

### EVIDENCE

The SpOCT was developed locally to measure oral comprehension in Spanish. At each center a control group was randomly selected and tested along with the project students. Group means were calculated and on all campuses the bilingual group scored higher. These differences were significant beyond the .05 level of confidence in five of the six centers. (see Appendix X)

### OBJECTIVE A3 ATTITUDE TOWARD SCHOOL

Project sixth grade students will demonstrate a significant gain ($p < .05$) in positive attitudes toward school as measured by pre and post test scores on the School Sentiment Index.

### LEVEL OF ACHIEVEMENT: NOT ACHIEVED

Project students demonstrated significant losses in positive attitudes toward school.

EVIDENCE

Project students were tested in the fall, 1974 and again in the spring, 1975. The mean scores showed a significant decline in positive attitudes toward school. (see Appendix S)

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## PROCESS OBJECTIVES

OBJECTIVE CS1.1 SPANISH INSTRUCTION

Spanish dominant K students will receive the majority of instruction in basic concepts in Spanish.

a. When asked to indicate the language in which each student receives the most instruction, K teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

b. During at least 50% of classroom observations, Spanish dominant students will be receiving instruction in Spanish when with the bilingual teacher.

LEVEL OF ATTAINMENT: ACHIEVED

a. Eighty-three percent of Spanish dominant students were reported to be receiving the majority of their instruction in Spanish.

b. Fifty-nine percent of observations in bilingual teachers' classrooms showed Spanish used in instruction.

EVIDENCE

a. The bilingual teacher aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses showed that 83% of the Spanish dominant students in project schools received the majority of their instruction in Spanish. The other 17% were instructed mainly in English.

b. Each project classroom was observed during the year. Fifty-nine percent of the observations conducted in the classrooms of the bilingual teachers documented that Spanish was the language of instruction at least 20% of the time (see Appendix L).

Additional support to the conclusion that Spanish was a frequent instructional language for Spanish dominant students comes from interviews of bilingual aides and project teachers. The aides reported spending about 50% of their instructional time in Spanish (see Appendix E), and the bilingual teachers reported spending about 45% of their time in Spanish (see Appendix I). During observations of the K-1 bilingual aides, 75% of the instructional time was in Spanish (see Appendix K). The bilingual teachers were engaged in Spanish instruction an average of 55% of the time during classroom observations (see Appendix L).

---

### OBJECTIVE CS1.2 LISTENING/SPEAKING

All students, K-5, will engage in weekly listening and speaking activities in Spanish.

a. When asked how frequently students engage in listening and speaking activities in Spanish, bilingual teachers will respond with "weekly" or more frequently.

b. At least 25% of classroom observations will show evidence that students were engaged in listening and speaking activities in Spanish when with the bilingual teacher.

### LEVEL OF ATTAINMENT : ACHIEVED

a. The percentage of teachers responding "weekly" or more frequently was-

100% For Listening Activities

96% For Speaking Activities

b. Ninety-one percent of observations of bilingual aides showed Spanish oral language or reading instruction.

Forty-six percent of observations of bilingual teachers showed Spanish language arts (including reading) instruction.

### EVIDENCE

a. Bilingual teachers were interviewed in the spring and in the fall to measure this objective (see Appendices E, F. and I). Only one bilingual teacher did not report conducting Spanish listening and speaking activities weekly or more frequently.

b. Although listening and speaking activities were not directly recorded through classroom observations, the broader category of language arts (including reading) activities in Spanish was recorded in 46% of the observations in bilingual teachers' classrooms (see Appendix L).

---

### OBJECTIVE CS3.1 DOMINANT LANGUAGE INSTRUCTION

Initial reading instruction for the Spanish dominant student will be in Spanish.

a. When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

b. During 95% of classroom observations when Spanish dominant K-1 students are receiving reading instruction, that instruction will be in Spanish.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Eighty-seven percent of Spanish dominant K-1 students received initial reading instruction in Spanish.

b. This objective was not measured.

EVIDENCE:

a. The bilingual teacher aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses indicate that 87% of the Spanish dominant K-1 students received initial reading instruction in Spanish.

b. This objective was too complex to be measured using available evaluation resources.

---

## OBJECTIVE CS3.2 READING/WRITING

English dominant students will receive weekly Spanish reading and writing instruction after they have demonstrated reading skills in English and reading readiness in Spanish.

a. When teachers are asked whether each student is ready to read in Spanish and then which ones are receiving reading instruction in Spanish, 95% of those identified as ready to read will also be identified as receiving reading instruction in Spanish.

b. During at least 25% of classroom observations, students identified as ready to read in Spanish will be receiving Spanish reading and/or writing instruction when with the bilingual teacher.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Eighty-nine percent of those students identified as ready to read in Spanish were actually reading in Spanish.

b. This objective was not measured.

EVIDENCE

a. The bilingual teacher aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses show that 89% of the students whom they felt were ready to read in Spanish were actually receiving instruction in Spanish reading.

b. This objective was too complex to be measured using available evaluation resources.

---

## OBJECTIVE CS3.3 GROUPING/INDIVIDUALIZATION

Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc., and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

LEVEL OF ATTAINMENT: ACHIEVED

One-hundred percent of the project teachers reported grouping students for Spanish instruction on at least one acceptable basis.

EVIDENCE:

In interviews, project teachers were asked what basis they use for grouping students for Spanish instruction. All teachers named at least one of the bases acceptable for this objective and most named more than one (see Appendices E, F, and I). Teachers in the K-1 schools used reading ability predominantly, while teachers in the K-4 schools used teacher observation. Language dominance tests and the Spanish Criterion Referenced Test were frequently mentioned.

---

## OBJECTIVE CS3.4 BILINGUAL TEACHERS

All project students will receive at least part of their instruction from a qualified bilingual teacher. "Qualified" will be defined as:

1. Having an elementary teaching certificate.
2. Being bilingual in Spanish/English, endorsed by T.E.A.

This will be documented through personnel records.

LEVEL OF ATTAINMENT: ACHIEVED

1. One-hundred percent of the bilingual teachers have an elementary certificate.
2. T.E.A. endorsement has not been completed.

EVIDENCE:

Personnel records were canvassed to determine the degree level, certification, and years experience of each project teacher. All were certified to teach elementary school. However, the endorsement procedure for bilingual teachers has been very late and no complete lists of endorsed teachers is available at this time.

---

OBJECTIVE CS3.5 USE OF AIDE

All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement for Spanish reading.

a. When asked what percentage of time the aide spends on instructional reinforcement of Spanish reading, teachers will respond with an average of 25%.

b. When asked what percentage of time they spend on instructional reinforcement of Spanish reading, the aides will respond with an average of 25%.

c. During classroom observations, aides will be engaged in instructional reinforcement of Spanish reading 25% of the time.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Teachers reported that 57% of the aides' time with the bilingual teacher is spent on instructional reinforcement; the majority of the time being in Spanish language arts and reading.

b. The aides reported 57% of their time as being spent in instructional reinforcement; about half of this time being in Spanish language arts and reading.

c. Ninety-one percent of the time aides were observed instructional reinforcement of Spanish language arts and reading was the predominant activity.

EVIDENCE

a. During interviews of teachers in the fall and again in the spring, the amount of time the aides spent in instructional reinforcement was reported (see Appendices F and I). In the fall, an average of 50% of the aides'time was reported to be instructional reinforcement. In the spring, 61% was the average. Weighting the two averages for the number of teachers included in each set of interviews, 57% was found to be the overall mean. Teachers reported that half of the aides' instructional activities were in the area of Spanish language arts and reading. Therefore, the estimated time spent in Spanish instructional reinforcement would be just above the 25% level.

b. The aides themselves were interviewed in the fall (see Appendix E) and reported almost identical percentages.

c. The aides were observed during classtime activities (see Appendix K) in order to document the amount of Spanish being taught. In 91% of these observations the predominant activity was Spanish language arts and reading.

---

## OBJECTIVE CS3.6 PARENT VOLUNTEERS

Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of two of project students were represented in a school activity each month. Most were not in-class activities.

EVIDENCE

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 47% of the project students had been represented by at least one parent in a school activity. This averages out to about two parents per classroom per month. However, almost all of these activities were conferences, material preparation, or field trips.

## OBJECTIVE CS3.7 LOCAL UNITS

Units developed/adapted by the curriculum writer will be taught as designed in project classrooms.

a. By the end of the project year (May, 1975), each bilingual teacher will have implemented at least one instructional unit* from material identified, adapted, and provided by the curriculum writer.

b. By the end of the project year (May 1975), each bilingual teacher will have implemented at least one instructional unit* developed by the curriculum writer.

*"Instructional unit" is defined as a minimum of 15 minutes of classroom activity per day for a minimum of five days.

LEVEL OF ATTAINMENT: NOT ACHIEVED

A curriculum writer was on staff for only 3-1/2 months. These objectives were not addressed in this time.

EVIDENCE

Personnel records show that a curriculum writer was not hired until the end of September, 1974 and resigned the first of February, 1975. During this time no instructional units were adapted or developed and provided to project teachers.

## OBJECTIVE CE1.1 ENGLISH INSTRUCTION

English dominant K students will receive the majority of instruction in basic concepts in English.

a. When asked to indicate the language in which each student receives the most instruction, K teachers will indicate English for 95% of the students identified by them as English Dominant.

b. During at least 50% of classroom observations, English dominant students will be receiving instruction in English when with the team teacher.

LEVEL OF ATTAINMENT: ACHIEVED

a. Ninety-eight percent of English dominant students were reported to be receiving the majority of their instruction in English.

b. One hundred percent of observations in the monolingual team teachers' classrooms showed English used in instruction.

EVIDENCE

a. The bilingual teacher aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses showed that 98% of the English dominant students in project schools received the majority of their instruction in English.

b. Each project classroom was observed during the year. All of the observations of the monolingual team teachers' classrooms documented that English was the language of instruction.

---

## OBJECTIVE CE2.1 LISTENING/SPEAKING

All students, K-5, will engage in weekly listening and speaking activities in English.

a. When asked how frequently students engage in listening and speaking activities in English, bilingual teachers will respond with "weekly" or more frequently.

b. At least 25% of classroom observations will show evidence that students were engaged in listening and speaking activities in English when with the team teacher.

LEVEL OF ATTAINMENT: ACHIEVED

a. The percentage of teachers responding "weekly" or more frequently was 100% for both listening and speaking activities in English.

b. Observations showed English language arts as the predominant activity in the monolingual team teachers' classrooms 75% of the time.

EVIDENCE

a. All project teachers were interviewed either in the fall or in the spring (see Appendices E, F, and I). Only one team teacher did not report conducting daily English listening and speaking activities. This teacher reported these activities occurring more than once a week.

b. Although listening and speaking activities were not recorded directly through classroom observations, the broader category of language arts (including reading) activities in English was recorded in 75% of the observations in team teachers' classrooms (see Appendix L).

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OBJECTIVE CE3.1 DOMINANT LANGUAGE INSTRUCTION

Initial reading instruction for the English dominant student will be in English.

a. When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate English for 95% of the students identified by them as English dominant.

b. During 95% of classroom observations when English dominant K-1 students are receiving reading instruction, that instruction will be in English.

LEVEL OF ATTAINMENT: ACHIEVED

a. Ninety-nine percent of English dominant K-1 students received initial reading instruction in English.

b. This objective was not measured.

EVIDENCE:

a. The bilingual aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses indicate that 99% of the English dominant K-1 students received initial reading instruction in English.

b. This objective was too complex to be measured using available evaluation resources.

---

OBJECTIVE CE3.2 READING/WRITING

Spanish dominant students will receive weekly English reading and writing instruction after they have demonstrated reading skills in Spanish and reading readiness in English.

a. When asked whether each student is ready to read in English and then which ones are receiving reading instruction in English, 95% of those identified as ready to read will be receiving reading instruction in English.

b. During at least 25% of classroom observations, students identified as ready to read in English will be receiving English reading and/or writing instruction when with the team teacher.

LEVEL OF ATTAINMENT: ACHIEVED

a. Ninety-seven percent of those students identified as ready to read in English were actually reading in English.

b. This objective was not measured.

EVIDENCE

a. The bilingual aides were asked to complete or to help the teachers complete survey forms related to this objective (see Appendix N). Their responses show that 97% of those students whom they felt were ready to read in English were actually receiving instruction in English reading.

b. This objective was too complex to be measured using available evaluation resources.

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## OBJECTIVE CE3.3. GROUPING/INDIVIDUALIZATION

Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc., and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

LEVEL OF ATTAINMENT: ACHIEVED

One hundred percent of the project teachers reported grouping students for English instruction on at least one acceptable basis.

EVIDENCE

In interviews, project teachers were asked what basis they use for grouping students for English instruction. All teachers named at least one of the bases acceptable for this objective and most named more than one (see Appendices E, F, and I). Teachers in the K-1 schools used reading ability predominantly, while teachers in the K-4 schools used teacher observation. Language dominance tests and the Spanish Criterion Referenced Test were frequently mentioned.

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## OBJECTIVE CE3.4 USE OF AIDE

All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement, (either English or Spanish)

a. When asked what percentage of time the aide spends on instructional reinforcement, teachers will respond with an average of 50%.

b. When asked what percentage of time they spend on instructional reinforcement, the aides will respond with an average of 50%.

c. During classroom observations, aides will be engaged in instructional reinforcement at least 50% of the time.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Teachers reported that 57% of the aides' time is spent on instructional reinforcement.

b. The aides reported 57% of their time as being spent in instructional reinforcement.

c. Eighty percent of the time the aides were being observed was spent in instructional reinforcement.

EVIDENCE

a. During interviews of teachers in the fall and again in the spring, the amount of time the aides spent in instructional reinforcement was reported (see Appendices F, G. and I). In the fall, an average of 50% of the aides' time was reported to be instructional reinforcement. In the spring, 61% was the average. Weighting the two averages for the number of teachers included in each set of interviews, 57% was found to be the overall mean.

b. The aides themselves were interviewed in the fall (see Appendix E) and reported the same percentages as the teachers, 57%.

c. The aides were observed during classtime activites (see Appendix K) in order to document the amount of instructional reinforcement occurring. Eighty percent of the aides' activities were classified as instructional reinforcement.

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## OBJECTIVE CE3.5 PARENT VOLUNTEERS

Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

LEVEL OF ATTAINMENT (NOT ACHIEVED)

An average of 10% of project students were represented in a school activity each month. However, very few parents worked in the classroom.

EVIDENCE

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 47% of the project students had been represented by at least one parent in a school activity. This averages out to about two parents per classroom per month. The data on this are reported in the Title VII Interim Report, publication number 106.26 from the Office of Research and Evaluation.

An analysis of the type of activity in which the parents engaged while in school showed that conferences, material preparation, and supervising field trips were the most common. Only a few were reported to have participated in activities directly related to this objective.

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OBJECTIVE A1.1 CULTURAL REFERENCES

References to the cultures and home backgrounds of all students in project classrooms will be incorporated into classroom activities.

a. When asked how they incorporate the cultures and home backgrounds of their students into classroom activities, 80% of project teachers will mention at least two methods.

b. During classroom observations, references to the cultures and home backgrounds of students will be evident as measured by the O.R.E. Classroom Observation Guide.

LEVEL OF ATTAINMENT: ACHIEVED

a. In spring interviews 67% of the project teachers mentioned using two or more methods of incorporating the cultures and home backgrounds of their students into classroom activities.

b. During 56.1% of observations in project classrooms, references to the cultures and home backgrounds of the students were evident.

EVIDENCE

a. In the spring, a random sample of two-thirds of the project teachers was selected for interviews. When asked to name the ways in which they incorporate the cultures and home backgrounds of their students into classroom activities, 67% mentioned at least two different methods.(see Appendix I)

b. All project classrooms were observed during the school year. During 56.1% of the observation references to the cultures and home backgrounds of the students were evident. The percentage of observations with references was 72% for bilingual classrooms and 39% for team classrooms. (see Appendix L)

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OBJECTIVE A1.2

All other process objectives stated in this evaluation design relate to this outcome objective.

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OBJECTIVE A2.1

All other process objectives stated in this evaluation design relate to this outcome objective.

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## INPUT OBJECTIVES

### OBJECTIVE CS1.1.1 SUMMER STAFF TRAINING

Bilingual K teachers will receive training in Spanish instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Twelve of the Summer Workshop sessions addressed Spanish instruction. The overall workshop mean was 4.3 out of 5.0.

EVIDENCE

Summer Workshop sessions were documented and summarized (see Appendix A). Each participant completed a reaction form after each session. The mean responses given on the reaction forms for the 12 sessions related to Spanish instruction exceeded 3.5 out of 5.0 for 11 of the 12 sessions. Overall the mean response was 4.3.

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### OBJECTIVE CS1.1.2 ON-GOING STAFF TRAINING

Bilingual K teachers will receive inservice training in Spanish instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Project teachers attended a full day workshop during which Spanish instruction was a major topic. A one-hour workshop on the bilingual instructional model was also conducted. Mean responses to all items on reaction forms exceeded 3.5.

EVIDENCE:

Appendix C describes in detail the activities of and reactions to the workshop on objectives, the bilingual instructional model, and curriculum. Reaction forms completed by the participants gave an overall mean rating above 4.0 to the activities. Appendix D describes the full day ESL and SSL training session. In addition to reaction forms, pre-post testing of the participants was accomplished. Mean reactions all exceeded the 3.5 level. However, pre-post test results were both positive and negative.

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## OBJECTIVE CS1.1.3 BILINGUAL AIDE

Bilingual K classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each K classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

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## OBJECTIVE CS1.1.4 PARENT VOLUNTEERS

Parent volunteers will work in bilingual K classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

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### OBJECTIVE CS1.1.5 MATERIALS

Materials budgeted for Spanish instruction in K will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

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### OBJECTIVE CS1.1.6 SUPERVISION

Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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### OBJECTIVE CS2.1.1 SUMMER STAFF TRAINING

Teachers and aides will participate in training activities for Spanish language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Spanish language development was a topic for training both during the Summer Workshop and during the school year. Mean reactions of participants exceeded 3.5.

EVIDENCE

At least nine of the sessions in the Summer Workshop directly addressed Spanish language development (see Appendix A). Participants completed reaction forms for each session. All mean responses exceeded 3.5; most were above 4.0.

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OBJECTIVE CS2.1.2 ON-GOING STAFF TRAINING

Teachers and aides will participate in training activities for Spanish language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Teachers attended a full day workshop during which Spanish language development was a major topic. Mean reactions exceeded 3.5.

EVIDENCE

Appendix D describes this workshop on ESL and SSL instruction. In addition to reaction forms, pre-post testing was accomplished. Mean reactions all exceeded 3.5; however, the results of the pre-post testing were inconclusive.

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OBJECTIVE CS2.1.3 BILINGUAL AIDE

Each bilingual classroom will have the services of a bilingual teacher aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

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OBJECTIVE CS2.1.4 MATERIALS

Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the Evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

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OBJECTIVE CS2.1.5 PARENT VOLUNTEERS

Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

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## OBJECTIVE CS2.1.6 SUPERVISION

Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

### LEVEL OF ATTAINMENT : ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

### EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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## OBJECTIVE CS3.1.1 DOMINANCE TESTING

Each K and 1 students' language dominance will be determined by the administration of the James or P.A.L. test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

### LEVEL OF ATTAINMENT: ACHIEVED

All K-1 project students were tested in September and their scores are on file.

### EVIDENCE

Bilingual aides were trained and administered either the James or PAL test during the first two weeks of September. Scores were turned in to the Office of Research and Evaluation and a copy of each class' scores was sent to the school.

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## OBJECTIVE CS3.1.2 SUMMER STAFF TRAINING

Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

### LEVEL OF ATTAINMENT: ACHIEVED

A session on the importance of and use of language dominance scores was conducted. No reaction forms were completed.

### EVIDENCE

A brief session on language dominance testing was conducted; however, time did not permit participants to complete reaction forms for this session.

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## OBJECTIVE CS3.1.3 AIDE TRAINING

Bilingual aides who will be administering the James or PAL test will receive training. The names of those aides participating in the training will be on file in the Ofice of Evaluation.

LEVEL OF ATTAINMENT: ACHIEVED

Aides received training in administering and scoring the James or PAL tests in a half-day workshop.

EVIDENCE

All bilingual aides hired the first week of school in August attended a half-day training session conducted by the bilingual program staff. Aides were trained in the administration and scoring of either the James or the PAL tests. The names of the aides trained are on file along with the school or schools in which they tested.

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## OBJECTIVE CS3.1.4 SUPERVISION

Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will have a regularly scheduled meeting with a member of the bilingual project staff during the first semester. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT : ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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## OBJECTIVE CS3.1.5 MATERIALS

All budgeted materials for beginning reading instruction in Spanish will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

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OBJECTIVE CS3.2.1 SUMMER STAFF TRAINING

Bilingual teachers will receive training in Spanish reading and writing instruction during the Summer Workshop. Their responses on a reaction from will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Seven Summer Workshop sessions addressed Spanish reading instruction. Three sessions addressed Spanish language arts which included some writing instruction. All but one session exceeded 3.5 on the reaction forms.

EVIDENCE

Appendix A describes these Summer Workshops activities and gives the mean responses on reaction forms for each.

---

OBJECTIVE CS3.2.2 ON-GOING TRAINING

Bilingual teachers will receive inservice training in Spanish reading and writing instruction during the 1974-1975 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT : ACHIEVED

Teachers attended a full day inservice session during which Spanish reading and writing instruction were addressed. Mean reactions exceeded 3.5.

EVIDENCE

Appendix D describes the workshop on ESL and SSL instruction. Reading and writing instruction were a part of the topics addressed. Reaction forms completed by the participants exceeded 3.5 for all items.

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OBJECTIVE CS3.2.3 MATERIALS

Materials budgeted for Spanish reading and writing instruction will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

---

### OBJECTIVE CS3.2.4 SUPERVISION

Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: **ACHIEVED**

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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### OBJECTIVE CS3.2.5 PARENT VOLUNTEERS

Parent volunteers will work in bilingual classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

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## OBJECTIVE CS3.2.6 BILINGUAL AIDE

Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

LEVEL OF ATTAINMENT : ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

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## OBJECTIVE CS3.3.1 SPANISH CRT

The SpCRT will be furnished to all schools and administered by the end of October, 1974. Staff in the Office of Evaluation will document the administration.

LEVEL OF ATTAINMENT: ACHIEVED

Three Summer Workshop sessions addressed grouping and/or individualization directly. Other sessions included this topic indirectly. All three of these sessions received ratings in excess of 3.5.

EVIDENCE

Appendix A summarizes these activities from the Summer Workshop. Each participant completed a reaction form after each session. The mean responses given on these forms exceeded 3.5 for the three sessions dealing directly with grouping and/or individualization.

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## OBJECTIVE CS3.3.2 SUMMER STAFF TRAINING

Teachers and aides will be trained in grouping and/or individualization during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ACHIEVEMENT: ACHIEVED

Three of the sessions directly addressed grouping and individualization. The mean ratings for each exceeded 3.5.

EVIDENCE

Three of the Summer Workshop sessions were directly related to grouping of students and/or the individualization of instruction. All the mean ratings for these three sessions exceeded 3.8.

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### OBJECTIVE CS3.3.3 ON GOING STAFF TRAINING

Teachers and aides will be trained in grouping and/or individualization during the 74-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Three workshops during the year included training on grouping and/or individualization. The mean responses for all these exceeded 3.5.

EVIDENCE

The Diagnostic Testing Workshop; the Objectives, Instructional Model, and Curriculum Workshop; and the ESL and SSL Workshop all included the topic of grouping and/or individualization (see Appendices B, C, and D respectively). In each case, the mean responses to items on reaction forms exceeded 3.5.

---

### OBJECTIVE CS3.3.4 SUPERVISION

Project staff will be available to teachers and aides to help plan grouping and/or individualization. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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### OBJECTIVE CS3.4.1 TEAM TEACHING

Team teaching arrangements will be worked out at each school so that all project students will be served by a monolingual and a bilingual teacher as documented by the process evaluators.

LEVEL OF ATTAINMENT : ACHIEVED

All project students in K-4 schools were served by both a bilingual teacher and a monolingual teacher (except for two self-contained bilingual classes); in two sixth grade centers, students were served by both; but in all four K-1 schools and four sixth grade centers, no bilingual teacher was available.

### EVIDENCE

Process evaluators observed classrooms, interviewed teachers, and reviewed schedules to determine team teaching arrangements. In every case where a bilingual and a monolingual teacher were available, team teaching was occurring. In two schools, a bilingual teacher did not have a monolingual teacher with whom to team. In the four K-1 schools and four of the sixth grade centers, no bilingual teachers were on staff. Here bilingual teacher aides had the major responsibility for Spanish instruction.

## OBJECTIVE CS3.5.1 PLANNING WITH TEACHER

Teachers and aides will plan regularly together. When asked how often the teacher and aide plan together, the aide will respond with the equivalent of at least 50% of the time.

LEVEL OF ATTAINMENT : NOT ACHIEVED

When interviewed, 20% of the bilingual aides reported planning with the teacher at least half of the time; 80% reported planning with the teacher less than half of the time.

### EVIDENCE

Bilingual teacher aides were interviewed in November, 1974 (see Appendix E). When asked how their planning was done, the mean responses were 45% with the teacher, 38% alone, and 17% by the teacher alone. Only 20% reported planning half of the time or more with the teacher. These 20% all reported doing more than 60% of their planning with the teacher. The other 80% all reported 40% or less to be with the teacher.

## OBJECTIVE CS3.5.2 BILINGUAL AIDE

Each bilingual classroom will have the services of a bilingual teacher aide.

a. Teachers will respond positively when asked if they have the services of a bilingual aide.

b. Process evaluators will document whether each bilingual classroom is served by a bilingual aide.

LEVEL OF ATTAINMENT: ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

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### OBJECTIVE CS3.5.3 SUMMER STAFF TRAINING

Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur.

EVIDENCE

This topic was never directly addressed by any staff development activities.

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### OBJECTIVE CS3.5.4 ON-GOING TRAINING

Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur.

EVIDENCE

This topic was never directly addressed by any staff development activities.

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### OBJECTIVE CS3.6.1 SCHEDULING VOLUNTEERS

Community representatives will be contacting parents and scheduling classroom visitations. This will be documented through monthly reports.

LEVEL OF ATTAINMENT: NOT ACHIEVED

One of the community representatives' major activities was contacting parents; however, scheduling classroom visitations was not a frequent occurrance.

EVIDENCE

Monthly activity reports for the community representatives are on file in the project office. These reports show frequent parent contacts by numerous avenues, i.e. phone calls, home visits, written communications, etc. Scheduling times for parents to visit classrooms was an infrequent activity.

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### OBJECTIVE CS3.7.1 CURRICULUM LISTINGS

The curriculum writer will research available commercial bilingual materials, prepare an annotated bibliography of these, and submit that bibliography to the Project Coordinator before the end of October, 1974.

LEVEL OF ATTAINMENT: NOT ACHIEVED

A curriculum writer was on staff for only 3-1/2 months. This objective was not addressed in this time.

EVIDENCE

Personnel records show that a curriculum writer was not hired until the end of September, 1974 and resigned the first of February, 1975.

---

### OBJECTIVE CS3.7.2 CURRICULUM DEVELOPMENT

The curriculum writer will select, order, and adapt appropriate bilingual materials throughout the year and make these available to the classroom teachers. By the end of the project year (May, 1975) each bilingual teacher will have been furnished at least one instructional unit from material identified, adapted, and provided by the curriculum writer.

LEVEL OF ATTAINMENT: NOT ACHIEVED

A curriculum writer was on staff for only 3-1/2 months. This objective was not addressed in this time.

EVIDENCE

Personnel records show that a curriculum writer was not hired until the end of September, 1974 and resigned the first of February, 1975.

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OBJECTIVE CE1.1.1 SUMMER STAFF TRAINING

Bilingual K teachers will receive training in English instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Six of the Summer Workshop sessions addressed English instruction. The overall workshop mean was 4.3 out of 5.0.

EVIDENCE

Summer Workshop sessions were documented and summarized (see Appendix A). Each participant completed a reaction form after each session. The mean responses given on the reaction forms for the 6 sessions related to English instruction exceeded 3.5 out of 5.0 for 5 of the 6 sessions. Overall the mean response was 4.3.

---

OBJECTIVE CE1.1.2 · ON-GOING STAFF TRAINING

K teachers will receive inservice training in English instruction during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Project teachers attended a full day workshop during which English instruction was a major topic. A one-hour workshop on the bilingual instructional model was also conducted. Mean responses to all items on reaction forms exceeded 3.5.

EVIDENCE

Appendix C describes in detail the activities of and reactions to the workshop on objectives, the bilingual instructional model, and curriculum. Reaction forms completed by the participants gave an overall mean rating above 4.0 to the activities. Appendix D describes the full day ESL and SSL training session. In addition to reaction forms, pre-post testing of the participants was accomplished. Mean reactions all exceeded the 3.5 level. However, pre-post test results were both positive and negative.

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OBJECTIVE CE1.1.3 BILINGUAL AIDE

K classrooms will have the services of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each K classroom is serviced.

LEVEL OF ATTAINMENT : ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

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OBJECTIVE CE1.1.4 PARENT VOLUNTEERS

Parent volunteers will work in bilingual K classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

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OBJECTIVE CE1.1.5 MATERIALS

Materials budgeted for English instruction in K will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT : ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

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OBJECTIVE CE1.1.6 SUPERVISION

Project staff will be available to help classroom teachers and aides plan English instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

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OBJECTIVE CE2.1.1 SUMMER STAFF TRAINING

Teachers and aides will participate in training activities for English language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT : ACHIEVED

English language development was a topic for training during the Summer Workshop. Mean reactions of participants exceeded 3.5.

### EVIDENCE

At least three of the sessions in the Summer Workshop directly addressed English language development.(see Appendix A) Participants completed reaction forms for each session. Two of the 3 sessions received ratings above 3.5.

### OBJECTIVE CE2.1.2 ON-GOING STAFF TRAINING

Teachers and aides will participate in training activities for English language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

### LEVEL OF ATTAINMENT: ACHIEVED

Teachers attended a full day workshop during which English language development was a major topic. Mean reactions exceeded 3.5.

### EVIDENCE

Appendix D describes this workshop on ESL and SSL instruction. In addition to reaction forms, pre-post testing was accomplished. Mean reactions all exceeded 3.5; however, the results of the pre-post testing were inconclusive.

### OBJECTIVE CE2.1.3 BILINGUAL AIDE

Each classroom will have the services of a bilingual teacher aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

### LEVEL OF ATTAINMENT: ACHIEVED

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

### EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schdules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

---

OBJECTIVE CE2.1.4 MATERIALS

Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the Evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

---

OBJECTIVE CE2.1.5 PARENT VOLUNTEERS

Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

---

### OBJECTIVE CE2.1.6 SUPERVISION

Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

---

### OBJECTIVE CE3.1.1 DOMINANCE TESTING

Each K and 1 students' language dominance will be determined by the administration of the James or P.A.L. test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

LEVEL OF ATTAINMENT: ACHIEVED

All K-1 project students were tested in September and their scores are on file.

EVIDENCE

Bilingual aides were trained and administered either the James or PAL test during the first two weeks of September. Scores were turned in to the Office of Research and Evaluation and a copy of each class' scores was sent to the school.

---

### OBJECTIVE CE3.1.2 SUMMER STAFF TRAINING

Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

LEVEL OF ACHIEVEMENT: ACHIEVED

A session on the importance of and use of language dominance scores was conducted. No reaction forms were completed.

EVIDENCE

A brief session on language dominance testing was conducted; however, time did not permit participants to complete reaction forms for this session.

---

### OBJECTICE CE3.1.3 AIDE TRAINING

Bilingual aides who will be administering the James or PAL test will receive training. The names of those aides participating in the training will be on file in the Office of Evaluation.

#### LEVEL OF ATTAINMENT: ACHIEVED

Aides received training in administering and scoring the James or PAL tests in a half-day workshop.

#### EVIDENCE

All bilingual aides hired the first week of school in August attended a half-day training session conducted by the bilingual program staff. Aides were trained in the administration and scoring of either the James or the PAL tests. The names of the aides trained are on file along with the school or schools in which they tested.

---

### OBJECTICE CE3.1.4 SUPERVISION

Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will hav e regularly scheduled meeting with a member of the bilingual project staff during the first semester. This will be documented by the monthly staff contact form.

#### LEVEL OF ATTAINMENT

Each project teacher was visited by project staff an average of at least once a month.

#### EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

---

### OBJECTIVE CE3.1.5 MATERIALS

All budgeted materials for beginning reading instruction in English will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

#### LEVEL OF ATTAINMENT

All materials budgeted were ordered and all these materials received were distributed to the schools.

#### EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

---

### OBJECTICE CE3.2.1 SUMMER STAFF TRAINING

Teachers will receive training in English reading and writing instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

### LEVEL OF ATTAINMENT

Seven Summer Workshop sessions addressed English reading instruction. Three sessions addressed English language arts which included some writing instruction. All but one session exceeded 3.5 on the reaction forms.

### EVIDENCE

Appendix A describes these Summer Workshops activities and gives the mean responses on reaction forms for each.

---

### OBJECTIC CE3.2.2 ON-GOING STAFF TRAINING

Teachers will receive inservice training in English reading and writing instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

### LEVEL OF ATTAINMENT

Teachers attended a full day inservice session during which English reading and writing instruction were addressed. Mean reactions exceeded 3.5.

### EVIDENCE

Appendix D describes the workshop on ESL and SSL instruction. Reading and writing instruction were a part of the topics addressed. Reaction forms completed by the participants exceeded 3.5 for all items.

---

### OBJECTICE CE3.2.3 MATERIALS

Materials budgeted for English reading and writing instruction will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

### LEVEL OF ATTAINMENT

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditre of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

---

OBJECTIVE CE3.2.4 SUPERVISION

Project staff will be available to help classroom teachers and aides plan English instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

---

OBJECTIVE CE3.2.5 PARENT VOLUNTEERS

Parent volunteers will work in project classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Conferences, material preparation, and field trips involved two parents per class per month. Other activities were very rare.

EVIDENCE

The Interim Evaluation Report includes a summary of data from the Monthly Parent Participation Forms completed in project classrooms. This summary shows an average of 10% of project students per month being represented in in-school activities. Conferences, material preparation, and field trips did involve an average of two parents per class per month.

---

OBJECTIVE CE3.2.6 BILINGUAL AIDE

Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Process evaluators will document the schedules of the bilingual aides to determine if each classroom is serviced.

LEVEL OF ATTAINMENT

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms These schedules are on file in the Office of Research and Evaluation.

---

OBJECTIVE A1.1.1 SUMMER STAFF TRAINING

Project teachers and aides will participate in training in cultural awareness during the Summer Workshop. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT

A full day of the Summer Workshop was devoted to cultural awareness. The mean responses for this day all exceeded 4.6.

EVIDENCE

Appendix A describes in detail the activities of and reactions to the cultural activities in the Summer Workshop. Half a day was spent studying the black culture and half a day was spent studying the Mexican American culture. The responses received from participants in these two sessions were the highest for any sessions during the week.

---

OBJECTIVE A1.1.2 ON-GOING STAFF TRAINING

Project teachers and aides will participate in inservice training in cultural awareness during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT

No further cultural awareness training occurred during the school year.

EVIDENCE

The full day session on cultural awareness in the Summer Workshop was the total amount of training provided project teachers in this area.

---

OBJECTIVE A.1.1.3 BILINGUAL AIDE

All bilingual classrooms will have the services of a bilingual aide.

a. Teachers will answer positively when asked whether they have the services of a bilingual aide.

b. Process evaluators will document whether K classrooms are served by a bilingual aide.

LEVEL OF ATTAINMENT

Over 90% of project teachers reported having the services of a bilingual aide. This was confirmed through collection of aide schedules.

EVIDENCE

In interviews of all project teachers (see Appendices F, G, and I), only about 7% reported having the services of a bilingual aide "none or almost none of the time." On the average, project teachers reported aides available to them for over half of the time. Approximately one third of the teachers reported having the services of a bilingual aide for more than half of the school day. The process evaluators collected schedules of teacher aides to document their servicing project classrooms. These schedules are on file in the Office of Research and Evaluation.

---

OBJECTIVE A1.1.4 PARENT VOLUNTEERS

Each project classroom will receive materials budgeted for conducting culturally related activities. The delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

---

OBJECTIVE A1.1.5 CURRICULUM DEVELOPMENT

The curriculum writer will research available commercial bilingual materials, prepare an annotated bibliography of these, and submit that bibliography to the Project Coordinator before the end of October, 1974.

LEVEL OF ATTAINMENT

A curriculum writer was on staff for only 3-1/2 months. This objective was not addressed in this time.

EVIDENCE

Personnel records show that a curriculum writer was not hired until the end of September, 1974 and resigned the first of February, 1975.

---

OBJECTIVE A1.1.6 PARENT VOLUNTEERS

Parent volunteers will provide each classroom with culturally related resources at least once each semester as documented by classroom records.

LEVEL OF ATTAINMENT: NOT ACHIEVED

On an average, one-third parent per classroom per semester provided culturally related resources.

EVIDENCE

The monthly Parental Participation Forms turned in by classroom teachers shows 7% with parents providing cultural resources. This averages out to about one-third of a parent per classroom per semester.

---

OBJECTIVE A1.1.7 SUPERVISION

Project staff will be available to help classroom teachers plan activities. Each teacher will have at least one scheduled conference with a member of the project staff each semester.

LEVEL OF ATTAINMENT

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month for each class.

---

OBJECTIVE A1.2.1

Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

OBJECTIVE A2.1.1

Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

# VI

# INTERRELATIONSHIPS

The C.I.P.O. Evaluation Model followed by the evaluation of the Title VII Bilingual Project assumes that there are critical relationships among its four components - context, inputs, processes, and outcomes. The context sets the stage and imposes restrictions upon the project's activities. The inputs provide resources for implementing the processes planned. All three then influence the student outcomes being measured.

If the desired outcomes of a project are not realized, several interpretations of the causes are possible. First, the contextual influences may have been so overwhelming that the stated levels of the outcome objectives were unrealistic. Second, the inputs and/or processes many not have occurred as planned. Third, the inputs and processes may have been present but they were not effective enough to produce the desired outcomes.

Another important aspect of the C.I.P.O. Evaluation Model in relation to the Title VII Bilingual Project is the locus of control for each of three factors determining outcomes. The context exists. A special program has very little if any control over the context. Inputs are the major domain of project activity. In the case of the Title VII Project, inputs included materials, staff development, supervision, and parental involvement. Processes are also influenced greatly by a special project; however, the locus of control for processes is the school, in particular the principal and then the classroom teacher. They are ultimately responsible for the teaching-learning activities.

The issue of accountability is important for special programs. A school district is accountable for part of the context, i.e. school facilities, teacher qualifications, and attendance areas, but not for others, i.e. home environments, state funding levels, and widespread absences due to illness.

On the other hand, accountability for inputs can be assigned to a project's staff; and the major accountability for processes, assuming the provision of adequate inputs, can be assigned to the principals and classroom teachers. Therefore, in implementing a special program, many people influence the outcomes, and the major level of accountability of a special program's staff is in effectively providing the inputs required to make those outcomes achievable.

Chapter V presents an overview of the project's objectives. Hoped for student outcomes were attained in both Spanish and English oral language development, English reading skills, and self-concept. These outcomes were all supported by fully achieved processes, as evidenced by the level of attainment of the process objectives. Anticipated student outcomes were not evident in the areas of acquisition of basic concepts by kindergarten students, Spanish reading, and attitude toward school. Basic concepts and attitude toward school were supported by the planned processes; however, Spanish reading was not supported by a complete set of attained process objectives.

The interrelationships defined for the teaching of basic concepts in both English and Spanish would have predicted the attainment of these outcome objectives. Since these were not attained but the processes were evident, a logical conclusion is that the processes which did occur were inadequate to produce the desired outcome. Therefore, the project should examine these processes to determine changes needed.

For Spanish reading, four processes failed to meet the established criterion level. Parent volunteers were not available to aid in instruction, local units were not developed or adapted for instruction, utilization of the bilingual aide through close planning with the teacher fell short of planned levels, and Spanish dominant students were not always taught initial reading in their dominant language. In addition, observation by the evaluation staff showed very little use by the teachers of the diagnostic information from the Spanish Criterion Referenced Test.

In the area of inputs, the aide's planning with the teacher was more infrequent than hoped for, staff training for teachers in the use of an aide was not conducted, few parent volunteers were scheduled by the community representatives, no curriculum listings were compiled by a curriculum writer, and no new curriculum was developed. All of these must have contributed to the low level of achievement demonstrated in Spanish reading. These areas are now identified as high priority areas for project emphasis in the coming year.

Generally across all objectives, the inputs consistently lacking were in the areas of parental involvement and curriculum development. Materials, staff training, and supervision of teachers and aides by the project staff met criterion levels.

Of interest is the finding that the two affective measures were contradictory to each other. Self-concepts of project students rose while their attitudes toward school dropped. The context has a strong influence upon these affective areas and may have been the major influence. No explanation for the divergent test results has been formulated.

Overall, the interrelationships among the context, inputs, processes, and outcomes seem to support the legitimacy of the C.I.P.O. Evaluation Model and to identify for the project areas for concentration of effort next year.

## VII

## SIGNIFICANT FINDINGS FOR BILINGUAL EDUCATION

The evaluation of the Title VII Bilingual Project produced some bonus findings in addition to the measurement of project objectives. These findings are of significance to bilingual education in general as well as to the Austin Independent School District. The results of studies within four areas of special interest will be discussed here. The first area involves the gains of students in bilingual education in both English and Spanish oral language proficiency as compared to the gains of students in the same schools but not participating in bilingual education. The second is the effect of parent interviews upon the parents' knowledge of and support of school activities. The third area is the reporting of classroom observation data documenting the differences between bilingual project classrooms and non-project classrooms. The fourth involves the use of English and Spanish in bilingual classrooms.

### Do students receiving bilingual instruction actually gain more in Spanish language proficiency than students in all English instruction while maintaining pace in English oral language development?

Kindergarten and first grade students were tested in September, 1974 to determine their language proficiency levels in English and Spanish. Then a random sample of students who initially scored low were retested in May, 1975. The results of this testing show the students in bilingual classes demonstrating significant gains in Spanish proficiency while the non-bilingual students did not. In addition the bilingually instructed students' gains in English proficiency were not significantly different from those of the all-English instruction group.

Data collected support a "yes" response to the question posed. Students in bilingual education did acquire more Spanish language proficiency and still acquired English language proficiency at the same rate as students in the all-English instructional program. This study was limited and conclusions drawn must be qualified by those limitations. The details of this study are reported in Appendix Q of the Final Technical Report for Title VII.

### Does interviewing parents have an effect upon their knowledge of and support of school activities?

Parents of students in bilingual education were randomly selected to be interviewed in November, 1974. In May, 1975 these same parents were interviewed again along with a group of parents not previously questioned. A total of about 700 interviews were conducted.

Interviewing the parents earlier in the year may have produced the following positive results.

1. Higher level of knowledge of their child's teacher's name.

2. Higher level of knowledge of the child's teacher aide's name

3. Higher level of knowledge of the child's principal's name

4. More home provisions for homework preparation

5. More willingness to visit the school without being invited first

6. More discussion of school activities with other parents

7. More perceived understanding of bilingual education

Only one item showed a significant difference in favor of the parents interviewed only once. Parents interviewed in May only were more supportive of bilingual education for their children. This finding should provide an impetus for future research.

No difference between the two groups of parents was evident in the areas below.

1. Frequency of school visits

2. Frequency of discussing their child's schoolwork with him/her

3. Frequency of discussing their child's report cards with him/her

4. Frequency with which letters and notices from school are read

5. Support for letters and notices being written in both Spanish and English

A more complete description of the procedures and results of these parent interviews is reported in Appendix M of the Final Technical Report for Title VII.

Were there differences in the instructional activities and classroom social climate among the bilingual classes, the team classes, and the monolingual classes?

Over 200 observations of classrooms in the Title VII Project schools were conducted in the spring semester. The Systematic Classroom Observation Form (SCOF) used was developed by the Office of Research and Evaluation to document in an objective manner classroom activities and social climate. Significant differences were found among the three types of classrooms observed. These differences can be summarized as follows.

1. Students in bilingual and team classrooms were more attentive than students in monolingual classrooms.

2. Students in bilingual classrooms received more direct help from the teacher than students in team classrooms.

3. Students in bilingual classrooms talked with the teacher more than students in team classrooms.

4. Students in bilingual classes were less disruptive than students in team and monolingual classrooms.

5. Students in bilingual and team classrooms were more task oriented than students in monolingual classrooms.

6. Students in monolingual classrooms made more non-instructional moves than students in bilingual and team classrooms.

7. Teachers in bilingual and team classrooms were less negative toward their students than teachers in monolingual classrooms.

8. Teachers in bilingual and team classrooms spent a larger percentage of time in direct contact with students.

A full reporting of these results can be found in Appendix L of the Final Technical Report for Title VII.

Are English and Spanish used for different purposes outside of instruction by teachers and students in the bilingual classrooms?

The same classroom observations described above yielded a description of the use of Spanish and English in the bilingual classrooms and produced some indications, supported by too few instances to be totally conclusive, that teachers and students in bilingual classrooms used Spanish for different purposes than those for which English is used. Spanish was the language of use over 50% of the time these classrooms were being observed; however, when the teacher was being verbally supportive of the student, English was used almost twice as often as Spanish. Moreover, English was used predominantly during the times students were observed asking for help, being inattentive, or being disruptive.

This all supports the view that even when Spanish is the instructional language, teachers and students are more prone to use English for more informal or personal interactions. This is further supported by the comparison of recorded off task and on task behavior and the language of use. Almost four times as much English as Spanish was used by students who were off task. Students' language use while on task was mostly Spanish.

This type of observation may be very useful in measuring the effects of the project on students and teachers. If future observations show an increase in Spanish use during informal interactions, then a possible conclusion would be that the project was effecting more recognition of Spanish as an acceptable school language as well as more facility with Spanish on the part of the students.

# GLOSSARY

| | |
|---|---|
| ESEA Title VII | Title VII of the Elementary and Secondary Education Act, provides funds for the implementation of bilingual education programs |
| Project | The 1974-1975 ESEA Title VII Bilingual Project in the Austin Independent School District |
| Project Year | July 1, 1974 through June 30, 1975 |
| Bilingual Classroom | A project classroom taught mainly by a bilingual (English/Spanish) teacher who team teaches with a monolingual team teacher and a bilingual aide |
| Bilingual Teacher | A teacher of a bilingual classroom |
| Monolingual Team Classroom or Team Classroom | A project classroom taught mainly by a monolingual (English) teacher who team teaches with a bilingual teacher and a bilingual aide |
| Monolingual Team Teacher or Team Teacher | A teacher of a monolingual team classroom or team classroom |
| Monolingual Classroom | A non-project classroom where all English instruction occurs |
| Monolingual Teacher | A non-project teacher of a monolingual classroom |
| K-1 School | A project school with bilingual education in kindergarten and first grade |
| K-4 School | A project school with bilingual education in kindergarten through fourth grade |
| Sixth Grade Center | A project school with sixth grade students only |
| C.I.P.O. | The evaluation model used by the Austin Independent School District's Office of Research and Evaluation (C=context, I= inputs, P=processes, and O=outcomes) |

| | |
|---|---|
| Level of Significance | A statistical term used to express the degree of confidence that differences found among score are true differences and not chance differences |
| .05 Level of Significance | Only 5 times out of 100 would the scores reported differ as much as they do just by chance |
| $P < .05$ | A level of significance less than .05 |
| Control Group | A group of subjects selected for comparison with project students because they did not receive the treatment being measured |
| Random Selection | Every person in a group has an equal chance of being selected as part of a sample |

# APPENDICES

## INSTRUMENT REPORTS

# Appendix A

## Instrument Report

## Bilingual Summer Workshop Reaction Form

| | |
|---|---|
| Date/Period of Administration: | August 12 - 16, 1974 |
| Population: | Teachers, Aides, and Community Representatives from A.I.S.D. ESAA Bilingual/Bicultural Project, Title VII Bilingual Project, and the State of Texas SB 121 Bilingual Project. |
| Administered by: | Title VII Project Evaluator |
| Data Collected by: | Title VII Project Evaluator |

Instrument Description: Summer Workshop Reaction Form

Brief description of the instrument:

The summer workshop reaction form had four statements that the participants rated on a 5 point scale with five being the most positive rating. Each item related to one level of the objectives for each workshop session.

To whom was the instrument administered?

Teachers, aides, community representatives, and other school personnel from A.I.S.D. ESAA Bilingual/Bicultural Project, and Title VII Bilingual Project, and the State of Texas SB 121 Bilingual Project

How many times was the instrument administered?

Participants completed a reaction form for each session.

When was the instrument administered?

August 12-16, 1974, at the end of each session

Where was the instrument administered?

Johnston High School

Who administered the instrument?

Project Evaluator

What training did the administrators have?

None

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate of the reaction form was less than 100%. The reaction forms were filled out at the end of each session when participants were eager to leave.

Who developed the instrument?

Project Evaluator

What reliability and validity are available on the instrument?

None

Are there norms data available for interpreting the results?

No

## Evaluation of the 1974 Bilingual Summer Workshop

During the week of August 12-16, 1974, the bilingual projects in the Austin Independent School District conducted a joint five day preschool workshop. These projects are the ESAA Bilingual/Bicultural Project, the ESEA Title VII Bilingual Project, and the State of Texas SB 121 Bilingual Project. The reactions of the participants indicate that the workshop's activities were successful in meeting their objectives; however, the number of actual participants was far short of the total number of persons for which the workshop was planned.

### Summer Workshop Description

#### Purpose

The Summer Workshop was planned and conducted to accomplish three major goals.

1. To provide teachers an opportunity to become endorsed by T.E.A. for teaching in a bilingual classroom.
2. To disseminate information to personnel who would be working in one of AISD bilingual projects.
3. To train personnel in areas of knowledge and skills related to bilingual education.

#### Participants

Participants included teachers, aides, community representatives, and other school personnel from A.I.S.D.'s three bilingual projects.

#### Dates, Consultants, Topics

The Summer Workshop was held at Johnston High School from August 12 through August 16. Consultants were from the staffs of the ESAA and ESEA projects, from local bilingual teachers, and from other projects and educational institutions across the state. Topics covered the range of instructional methods and materials currently available for bilingual education. Appendix A is a list of these consultants and their topics.

### Evaluation Description

#### Evaluation Questions

The evaluation of the Summer Workshop addressed the following questions.

1. Did the participants feel that the individual workshop sessions met their stated objectives?
2. Did the participants feel that the individual workshop sessions would contribute to their meeting the stated process objectives during the 74-75 school year?

3. Did the participants feel that the individual workshop sessions would contribute to the projects' students' meeting the stated outcome objectives for the 74-75 school year?
4. Did the participants feel that the consultants were well prepared and sufficiently knowledgeable to address their individual topics?
5. Did an acceptable percentage of eligible participants actually attend the workshop sessions?
6. How do the costs of the Summer Workshop compare with the number of participants and their perceived benefits from the activities?

## Evaluation Design

The evaluation plan developed for the Summer Workshop was an attempt to make the assessment of staff training activities more in tune with their stated objectives. The procedure used began with the formalization of objectives for each consultant's presentation prior to the start of his/her session.

These objectives were stated in terms of the three levels of analysis below.

1. Workshop Objectives - what the consultant planned to accomplish during his/her session.
2. Process Objectives - what the learning processes in bilingual classrooms should be as a result of the workshop session.
3. Student Outcome Objectives - what the students should accomplish as a result of instruction based on the workshop session.

Before each session, a list of the stated objectives for that session was posted for the information of the participants. Then at the conclusion of each session, participants completed a reaction form designed to elicit their opinions of the degree to which each level of objectives was or would be achieved.

## Reaction Form

The reaction form used (see Appendix B) included four items, one corresponding to each of the first four decision questions stated earlier. Participants responded to these items on a five point scale with five being the most positive rating. Other comments were also possible at the bottom of the form.

## Results

For each workshop session, means were computed for the responses given to the four items.

Means were then calculated for the overall workshop. These data are reported in Table 1.

## TABLE 1
## Summary of Bilingual Workshop Session
## Austin Independent School District
## August 12-16, 1974

| TOPIC<br>CONSULTANT | MEAN ITEM RATINGS | | | |
|---|---|---|---|---|
| | ITEM 1 | ITEM 2 | ITEM 3 | ITEM 4 |
| The Black Child<br>Avis Mullins | 4.74 | 4.67 | 4.60 | 4.85 |
| Teaching English as a 1st & 2nd Lang.<br>Kay Cargonne | 3.41 | 3.28 | 3.18 | 4.14 |
| Songs, Games, Plays<br>Ana Leal | 4.93 | 4.73 | 4.80 | 5.00 |
| Parental Involvement<br>Hercilia Toscano | 4.25 | 3.69 | 3.50 | 4.29 |
| Economy Reading<br>Shirley Bates | 3.77 | 3.66 | 3.47 | 4.35 |
| Individualized Reading Instruction<br>David Hinojosa | 4.48 | 4.56 | 4.63 | 4.88 |
| Spanish CRT<br>Glynn Ligon | 4.58 | 4.35 | 3.77 | 4.62 |
| Mexican American Culture & Heritage<br>Richard Santos | 4.93 | 4.88 | 4.88 | 4.96 |
| Metodo Onomatopeyico<br>Vicki Bergin | 4.58 | 4.42 | 4.47 | 4.83 |
| Rock & Roll<br>Dora Soto | 4.80 | 4.71 | 4.73 | 4.93 |
| Acquisition of Materials<br>Lynn Ceyanes | 4.61 | 4.48 | 4.41 | 4.79 |
| Scope & Sequence For Spanish Reading<br>Consuelo Nieto,<br>Dolores Segura,<br>Glynn Ligon | 4.08 | 4.05 | 3.83 | 4.32 |
| Pupil Interaction<br>Darryl Townsend | 4.73 | 4.48 | 4.51 | 4.86 |

| TOPIC<br>CONSULTANT | MEAN ITEM RATINGS | | | |
|---|---|---|---|---|
| | Item 1 | Item 2 | Item 3 | Item 4 |
| Pocket Chart Strategies<br>Theresa McLain | 4.63 | 4.58 | 4.54 | 4.69 |
| Oral Language Development ESL-SSL<br>Kay Caragonne | 4.22 | 4.30 | 3.99 | 4.57 |
| Statewide Design For Bilingual Education - Typology of Bilingual Education<br>Ernesto Zamora,<br>Arturo Gutiérrez | 4.26 | 4.02 | 3.83 | 4.51 |
| Reading-Language Arts<br>Ana Leal | 4.55 | 4.57 | 4.57 | 4.67 |
| Classroom Management<br>Vickie Bergin | 4.44 | 4.25 | 4.17 | 4.78 |
| Reading-Language Arts<br>Edelmira Sáenz &<br>Sherry Latson | 4.79 | 4.76 | 4.72 | 4.93 |
| Reading-Language Arts<br>Lydia Hernández | 4.76 | 4.84 | 4.84 | 4.88 |
| Teaching Spanish as a 1st & 2nd Language<br>María Riojas &<br>Verónica Treviño | 4.57 | 4.37 | 4.47 | 4.78 |
| Laidlaw Series<br>Sheila Boydstun | 2.92 | 2.89 | 2.85 | 3.59 |
| Reading-Language Arts<br>Dolores Segura &<br>Consuelo Nieto | 4.40 | 4.60 | 4.15 | 4.55 |
| Overall Workshop Means | 4.42 | 4.33 | 4.20 | 4.66 |

**SCALE**

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

**ITEMS**

1. I feel this session has met its Workshop Objective (s).
2. I feel this session will contribute to my m meeting the Process Objective.
3. I feel this session will contribute to my students' meeting the Student Outcome Objective.
4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

The overall workshop means ranged from 4.20 to 4.66, with the highest agreement being with the statement that the consultants were knowledgeable and well prepared.

Table 2 presents the number of teachers, aides, and community representatives who actually attended all or part of the Summer Workshop and the percentage of the total number of eligible participants this represents. Numbers and percentages are listed for the individual projects as well as overall. For all three projects combined, the percentage of teachers attending was 65%; however, for the SB 121 teachers, only 45% of those eventually designated as teachers of bilingual classrooms attended.

There were also differences between projects for aides and community representatives. Eighteen out of twenty (90%) ESAA Bilingual/Bicultural Project aides attended; however, only 13 out of 34 (38%) of ESEA Title VII Bilingual Project aides attended. One out of four ESAA Bilingual/Bicultural Project community representatives and none out of 10 ESEA Title VII Bilingual Project community representatives attended.

When these percentages are adjusted for the actual sessions attended by those participating, the figures are lower. Table 3 shows that when percentages for Summer Workshop attendance is calculated on the basis of the percentage of sessions which were actually attended, the percentage for teachers was 54%, for aides was 42%, and community representatives remained 7%.

Table 4 outlines the costs for planning and conducting the five days of activities during the Summer Workshop. Calculated on a per participant basis, the costs were $20.89 for each teacher and $15.89 for each paraprofessional.

## Summaries, Ratings, and Comments for Workshop Sessions

Attachment I is a collection of summaries of each workshop session - topic, consultant, participants, time, objectives, mean ratings, and additional comments. Attachment I is not included in most copies of this report because of its bulk; however, a copy is on file in the Office of Research and Evaluation for inspection.

At the conclusion of the week's activities, participants were asked to submit comments on the workshop as a whole. These comments are in Attachment II, again not included in most copies of this report. However, comments given can be categorized as follows in terms of their frequency. Positive comments were about four times as prevalent as negative comments.

Positive Comments: Very helpful information gathered
Well prepared consultants
Well planned and organized activities

Negative Comments: Much information in short sessions
Little grouping for participants' experience and/or grade level

## TABLE 2

### Number and Percentage of Teachers, Aides, and Community Representatives Participating in the Summer Workshop

| Project | Teachers | | | Aides | | | Comm. Reps. | | |
|---|---|---|---|---|---|---|---|---|---|
| | # at S.W. | Total in Proj. | % at S.W. | # at S.W. | Total in Proj. | % at S.W. | # at S.W. | Total in Proj. | % at S.W. |
| Title VII | 53 | 80 | 66% | 13 | 34 | 38% | 0 | 10 | 0% |
| ESAA | 41 | 59 | 69% | 18 | 20 | 90% | 1 | 4 | 25% |
| SB 121 | 9 | 20 | 45% | - | - | - | - | - | - |
| All Projects | 103 | 159 | 65% | 31 | 54 | 57% | 1 | 14 | 07% |

## TABLE 3

### PERCENTAGE OF POSSIBLE DAYS ACTUALLY ATTENDED BY TEACHERS, AIDES, AND COMMUNITY REPRESENTATIVES DURING THE SUMMER WORKSHOP

| PROJECT | POSITIONS (Number) | TOTAL ACTUAL DAYS ATTENDED | TOTAL POSSIBLE DAYS ATTENDED | PERCENTAGE OF POSSIBLE DAYS ACTUALLY ATTENDED |
|---|---|---|---|---|
| ESAA | Teachers (59) | 163 | 295 | 55% |
| | Aides (20) | 67 | 100 | 67% |
| | Comm. Reps. ( 4) | 5 | 20 | 25% |
| Title VII | Teachers (80) | 229 | 400 | 57% |
| | Aides (34) | 46.5 | 170 | 27% |
| | Comm. Reps. (10) | 0 | 50 | 0% |
| SB #121 | Teachers (20) | 35.5 | 100 | 35% |
| | Aides ( 0) | 0 | 0 | 0 |
| | Comm. Reps. ( 0) | 0 | 0 | 0 |
| All Projects | Teachers (159) | 427.5 | 795 | 54% |
| | Aides (54) | 113.5 | 270 | 42% |
| | Comm. Reps. (14) | 5 | 70 | 07% |

## TABLE 4

## COST ESTIMATES FOR THE 1974
## BILINGUAL SUMMER WORKSHOP

| ITEM | COST (Actual = A; Estimated = E) | |
|---|---|---|
| Stipends | teachers - $6,412.50 A<br>paraprofessionals - $1,185.00 A | |
| | | $7.597.50 A |
| Consultants | | 1,405.00 A |
| Bilingual Staff Time | | 1,500.00 E |
| Printing/Materials | | 125.00 E |
| Refreshments | | 185.00 A |
| Building Use/Janitorial services/Utilities | | (undeterminable) |
| TOTAL COST | | $10,812.50 E |

Cost per day for teachers - $20.89

Cost per day for paraprofessionals - $15.89

## Conclusions

Results will be discussed and conclusions drawn in relation to the six evaluation questions stated previously.

Question Number 1 - Mean ratings given to item 1 on the reaction form support the conclusion that, overall, the participants felt that the workshop sessions did meet their stated objectives.

Question Number 2 - Mean ratings given to item 2 on the reaction form support the conclusion that, overall, the participants felt that the workshop sessions would contribute to their meeting the stated process objectives during the 74-75 school year.

Question Number 3 - Mean ratings given to item 3 on the reaction form support the conclusion that, overall, the participants felt that the workshop sessions would contribute to their students' meeting the stated outcome objectives for the 74-75 school year.

Question Number 4 - Mean ratings given to item 4 on the reaction form support the conclusion that, overall, the participants felt that the consultants were well prepared and sufficiently knowledgeable to address their individual topics.

Question Number 5 - Data collected showed that only one-half of the amount of training in terms of participants and sessions attended was accomplished.

Question Number 6 - The cost per participants, held down by the number of participants in each session, seems reasonable in comparison to the ratings given to the workshop.

Several factors contributed to the low participation rate in the Summer Workshop including the hiring of project staff after the workshop ended and the difficulty in notifying teaching staff about the workshop. However, on the basis of the favorable reaction of the majority of those who did participate, all three projects should attempt to involve all of their personnel in subsequent training activities - especially those of such major scope as this one.

## APPENDIX A

## CONSULTANTS/TOPICS
## 1974 BILINGUAL SUMMER WORKSHOP

| CONSULTANTS | TOPIC |
|---|---|
| Avis Mullins | The Black Child |
| Kay Cargonne | Teaching Eng. as a 1st & 2nd Language |
| Ana Leal | Songs, Games, Plays |
| Hercilia Toscano | Parental Involvement |
| Shirley Bates | Economy Reading |
| David Hinojosa | Ind. Reading Instruction |
| Glynn Ligon | Spanish CRT |
| Richard Santos | Mex. Amer. Culture & Heritage |
| Vickie Bergin | Método Onomatopéyico |
| Dora Soto | Rock & Roll |
| Lynn Ceyanes | Acquisition of Materials |
| Consuelo Nieto<br>Dolores Segura<br>Glynn Ligon | Scope & Sequence For Spanish Reading |
| Darryl Townsend | Pupil Interaction |
| Theresa McLain | Pocket Chart Strategies |
| Kay Caragonne | Oral Language Development ESL-SSL |
| Arturo Gutiérrez<br>Ernesto Zamora | Statewide Design for Bilingual Education - Typology of Bilingual Education |
| Ana Leal | Reading - Language Arts |
| Vickie Bergin | Classroom Management |
| Edelmira Sáenz<br>Sherry Latson | Reading-Language Arts |
| Lydia Hernández | Reading-Language Arts |
| María Riojas<br>Verónica Treviño | Teaching Spanish As A 1st & 2nd Languag |
| Sheila Boyd | Laidlaw Series |
| Dolores Segura<br>Consuelo Nieto | Reading-Language Arts |

Appendix B

# EVALUATION OF BILINGUAL WORKSHOP SESSION
Austin Independent School District
August 12 - 16, 1974

TOPIC: ____________________ Are you a (n)... ____ Aide?

CONSULTANT: ____________________ ____ Teacher?

____ Other: ______

Grade Level ______

Please rate the following statements using this scale:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

____ 1. I feel this session has met its Workshop Objective (s).

____ 2. I feel this session will contribute to my meeting the Process Objective.

____ 3. I feel this session will contribute to my students' meeting the Student Outcomes Objective.

____ 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

ADDITIONAL COMMENTS:

## Appendix B

## Instrument Report

## Diagnostic Testing Workshop Reaction Form

Date/Period of Administration: September 11, 16, 18, 1974

Population: Title VII and ESAA Bilingual Teachers

Administered by: Title VII Project Evaluator

Data Collected by: Title VII Project Evaluator

Instrument Description: Diagnostic Testing Workshop Reaction Form

Brief description of the instrument:

The instrument used had 4 items that the participants responded to on a 5 point scale with five being the most positive rating. Each item related to one level of the objectives for each workshop session.

To whom was the instrument administered?

Workshop participants

How many times was the instrument administered?

Participants completed a reaction form for each session.

When was the instrument administered?

September 11, 16, 18, 1974 - at the end of each session

Where was the instrument administered?

Three separate workshops on diagnostic testing were conducted at Ridgetop, Metz, and Zavala Elementary schools.

Who administered the instrument?

Project Evaluator

What training did the administrators have?

None

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate for the reaction form was less than 100%. The reaction forms were filled out at the end of each session when participants were eager to leave.

Who developed the instrument?

Project Evaluator

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# Workshop: Diagnostic Testing

Three separate workshops on diagnostic testing were conducted by the bilingual staff for Title VII and ESAA bilingual teachers on September 11, 1974 at Ridgetop Elementary School; September 16, 1974 at Metz Elementary School; and September 18, 1974 at Zavala Elementary School. This report describes the workshop objectives, the participants, and the reactions of the participants to the activities in which they engaged. The results indicate that the participants felt that the objectives of the workshop were met and that the workshop activities would contribute to their students' achieving an increase in Spanish communication skills in the 1974-1975 school year.

## Program Description

### Purpose and Objectives

The Bilingual Program in AISD requires a variety of diagnostic testing to be conducted by classroom teachers. These workshops attempted to inform teachers of the diagnostic instruments available for the Spanish instructional component and to train these teachers in their use.

The stated objectives for these workshops were:

1. Participants will be able to administer and score:
    a. VPP-T (Vocabulary Placement Pre-Test)
    b. IRI (Informal Reading Inventory in Spanish)
    c. Sp CRT (Spanish Criterion Reference Test)
2. Participants will be able to make use of the "Grids" for:
    a. IRI (Informal Reading Inventory in Spanish)
    b. Sp CRT (Spanish Criterion Reference Test)

Besides these immediate objectives concerning test administration, two other levels of objectives were identified. The "process objective" below describes the desired activity in the teaching-learning situation which these workshops were planned to facilitate. The "student outcome objective" below describes the desired benefit on student achievement to be desired from these workshops.

Student Outcome Objective: "Increase Spanish Communication Skills"

Process Objective: "Grouping and individualization will be on the basis of results on the IRI and Spanish Criterion Reference Test."

### Dates and Participants

September 11, 1974 - Location: Ridgetop Elementary School.
Participants: Bilingual Teachers from Allison, Becker, Brooke, Joslin, Maplewood, Ortega, Ridgetop, Rosedale and Travis Heights.

September 16, 1974 - Location: Metz Elementary School.
Participants: Bilingual Teachers from
Govalle, Metz and Palm.

September 18, 1974 - Location: Zavala Elementary School.
Participants: Bilingual Teachers from Zavala.

### Consultants

The workshop materials and activities were prepared, planned, and conducted by members of the staff of the AISD Bilingual Program.

September 11, 1974, Workshop Consultants:

Ms. Eva Rivera, Project Coordinator, Title VII Bilingual Project.
Ms. Consuelo Nieto, Staff Development Specaialist, Title VII Bilingual Project.
Ms. Dolores Segura, Instructional Coordinator, Title VII Bilingual Project.
Mr. Glynn Ligon, Evaluator, Title VII Bilingual Project.

September 16, 1974 Workshop Consultants:

Mr. Aaron Arce, Evaluator, ESAA Bilingual Program.
Ms. Lynn Ceyanes, Materials Specialist/Instruction Coordinator, ESAA Bilingual Project.
Mr. Glynn Ligon, Evaluator, Title VII Bilingual Project.

September 18, 1974 Workshop Consultants:

Ms. Eva Rivera, Project Coordinator, Title VII Bilingual Project
Ms. Consuelo Nieto, Staff Development Specialist, Title VII Bilingual Project.
Ms. Dolores Segura, Insructional Coordinator, Title VII Bilingual Project.

## Evaluation

### Decision Questions

Two major decision questions were addressed by the evaluation of these workshops.

1. Did this workshop meet its stated objectives?
2. Did the participants feel the consultants were sufficiently knowledgeable and adequately prepared to address the topic?

### Reaction Form:

The participants in each of the three workshops responded to a feedback instrument administered at the close of each session. The instrument used was the same as that used to evaluate the 1974 Bilingual Summer Workshop. Participants responded to four items on the following scale.

1 = Completly False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Below are the items to which participants reacted at the close of each session.

1. I feel this session has met its Workshop Objective(s).
2. I feel this session will contribute to my meeting the Process Objective.
3. I feel this session will contribute to my students' meeting the Student Outcome Objective.
4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

All objecitves were posted and discussed at the beginning of each workshop so that participants would be familiar with the objectives toward which they were working.

## Results

The Summary Sheet which follows gives an outline of the workshop, its objectives, and the participants' responses to the reaction form. For the three workshops combined, the 76 participants gave mean responses ranging from 4.28 to 4.47 to the four items.

Tables 1, 2, and 3 present mean responses for each of the three workshop sessions.

Most comments written on the reaction forms, see Attachment A, were positive concerning the workshop except for a few pointing out the large amount of information presented in a short time.

## Conclusions

The first decision question addressed by this report may be answered affirmatively. The workshops on diagnostic testing were effective, in the opinion of the participants, in meeting their stated objective of providing teachers with the knowledge and training required to accurately administer, score, interpret, and prescribe instruction from the Spanish Criterion Referenced Test in conjunction with the Vocabulary Placement Pre-Test and the Informal Reading Inventory in Spanish.

The second decision question may also be answered affirmatively on the basis of participants' ratings of the statement that the consultants were sufficiently knowledgeable and adequately prepared to address the topic as "mostly true."

Therefore, the overall response to the Diagnostic Testing Workshops was favorable at the level of participants' expressed opinions. On-going evaluation activities throughout the 1974-1975 school year should be conducted and recorded to assess the long-range benefits desired from this inservice training activity.

# SUMMARY SHEET

## EVALUATION OF THE DIAGNOSTIC TESTING WORKSHOP

Sept. 11, 1974
Sept. 16, 1974
Sept. 18, 1974

TOPIC: Diagnostic Testing

CONSULTANT: Bilingual Staff

PARTICIPANTS: Bilingual Teachers, K-6

TIME: 3 hours for 71 teachers - 1 hour for 5 teachers

BILINGUAL PROGRAM OBJECTIVES:

Student Outcome Objective - Increase Spanish Communication Skills.

Process Objective - Grouping and individualization will be on the basis of results on the IRI & Sp CRT.

Workshop Session Objective - 1. Participants will be able to administer and score: A. VPP-T, B. IRI, C. Sp CRT.
2. Participants will be able to make use of the "Grids" for: A. IRI, B. Sp CRT.

PARTICIPANTS' REACTION:

Scale Used
1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Number of Participants Responding - 76

| Mean Response | Item |
|---|---|
| 4.28 | 1. I feel this session has met its Workshop Objective(s). |
| 4.30 | 2. I feel this session will contribute to my meeting the Process Objective. |
| 4.39 | 3. I feel this session will contribute to my students' meeting the Student Outcome Objective. |
| 4.47 | 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic. |

# PARTICIPANTS' RESPONSES FOR EACH DATE

## SEPTEMBER 11

NUMBER OF PARTICIPANTS 45

Table 1

| Mean Response | Item |
|---|---|
| 4.49 | 1. I feel this session has met its Workshop Objectives. |
| 4.33 | 2. I feel this session will contribute to my meeting the Process Objective. |
| 4.34 | 3. I feel this session will contribute to my students' meeting the Student Outcome Objective. |
| 4.55 | 4. The Consultant was sufficiently knowledgeable and adequately prepared to address this topic. |

---

## SEPTEMBER 16

Table 2

NUMBER OF PARTICIPANTS - 26

| Mean Response | Item |
|---|---|
| 3.80 | 1. I feel this session has met its Workshop Objective. |
| 4.11 | 2. I feel this session will contribute to my meeting the Process Objective. |
| 4.34 | 3. I feel this session will contribute to my students meeting the student Outcome Objective. |
| 4.22 | 4. The Consultant was sufficiently knowledgeable and adequately prepared to address this topic. |

---

## SEPTEMBER 18

Table 3

NUMBER OF PARTICIPANTS - 5

| Mean Response | Item |
|---|---|
| 4.8 | 1. I feel this session has met its Workshop Objectives. |
| 5.0 | 2. I feel this session will contribute to my meeting the Process Objective. |
| 5.0 | 3. I feel this session will contribute to my students meeting the student Outcome Objective. |
| 5.0 | 4. The Consultant was sufficiently knowledgeable and adequately prepared to address this topic. |

## ATTACHMENT A

### Participants' Comments

September 11

1. Good but a lot of information was given at one time. Some of us have had it before.

2. I agree with the discussion. The only criticism I have is that time would have been saved if the booklets were easier to distinguish and the páginas numbered.

3. The only problem I felt was having too many guides to refer to. I'll be able to decipher the process, but it could have been simpler by coding them.

4. I feel that this was totally confusing. There should of been some other type of organized fashion in which the session could of been carried on. It left me quite confused and worried about what I am and I am not to do.

5. Afternoon - good - Glad to see something we can use - good job.

6. Very helpful

7. Please choose a cooler place! Session went very well, especially for those not acquainted with IRI's, checklests, etc. But I had all of this already, so it was only review to me.

8. A gigantic step for improving our Spanish reading program. I think teachers who have not been exposed to the IRI, checklists and Guszak need more inservice in coding, prescribing etc. Too much was given to them at once. Yes, what about oral language techniques, schedules and materials.

9. It seems like all this testing will take too much time not in giving the test but in figuring everything out.

10. Very well presented. Teachers would appreciate if materials be given before workshop.

11. I'm happy to have a test for grouping purposes and also having it help me know what to teach to whom. It sure beats those green tests!!!

12. May we please have 2:30 meetings - I hate to leave my students even for 3 hours. I realize that I do need all of this information and your help.

13. I wish it had been an all day session.

14. I am sorry that meeting had to be changed. This caused problems for us. Classroom management and preparation of classroom aides should be worked on soon.

15. Good work - keep going but come to our schools to provide more detailed consultation.

16. I wish more time had been spent on the Criterion Test instead of so much on the IRA.

17. The sessions are improving! Group teachers too! So that way you don't repeat information.

18. Good leadership.

Sept. 16

The information was very good but too much at once if have not had IRI before.

Some explanations were not completely clear.

Está O.K.

Sept. 18

All questions pertaining to curriculum and testing on K level were satsifactorily answered!

Very Informative. Excellent Team Work all of you, keep it up!

# Appendix C

## Instrument Report

## Objectives, Instructional Model, And Curriculum Workshop Reaction Form

| | |
|---|---|
| Date/Period of Administration: | October 9, 10, 11, 14, 16, 17, 18, 1974 |
| Population: | Objectives, Instructional Model, and Curriculum Workshop Participants. |
| Administered by: | Title VII Project Evaluator and Title VII Process Evaluators |
| Data Collected by: | Title VII Project Evaluator and Title VII Process Evaluators |

Instrument Description: Objectives, Instructional Model, and Curriculum Workshop Reaction Form.

Brief description of the instrument:

The instrument used had 4 items that the participants responded to on a 5 point scale with five being the most positive rating. Each item related to one level of the objectives for each workshop session. Other comments were also elicited at the bottom of the form.

To whom was the instrument administered?

Workshop participants

How many times was the instrument administered?

Participants completed a reaction form for each session.

When was the instrument administered?

October 9, 10, 11, 14, 16, 17, 18, 1974, at the end of each of a series of seven one-hour workshops

Where was the instrument administered?

Ridgetop Elementary School and Zavala Elementary School

Who administered the instrument?

Title VII Project Evaluator and Title VII Process Evaluators

What training did the administrators have?

None

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument that might affect the validity of the data?

The return rate for the reaction forms was less than 100%. The reaction forms were filled out at the end of each session when participants were eager to leave.

Who developed the instrument?

Project Evaluator

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# WORKSHOP: OBJECTIVES, INSTRUCTIONAL MODEL, AND CURRICULUM

A series of seven one hour workshops were conducted by the Title VII Bilingual Project staff to familiarize teachers of bilingual classes with the project's objectives, AISD's bilingual instructional model, and curriculum materials available through the project. Participation by teaching staff was high and responses given to a reaction form concerning the value of the workshops' activities indicate a very acceptable level of success in meeting the workshops' objectives.

## Program Description

### Purpose and Objectives

These workshops were designed to provide teachers with an overview of the Title VII Bilingual Project's objectives and instructional model, and to review curriculum materials to be used for instruction.

The stated objectives for these workshops were:

1. Participants will become familiar with the curriculum materials available, will appraise these materials for their classrooms, and will approve materials for ordering.

2. Participants will become familiar with AISD's bilingual instructional model.

3. Participants will become familiar with the instructional objectives of the Title VII Bilingual Project.

In addition to these immediate objectives, two other levels of objectives were identified. The "process objective" below describes the desired activity in the teaching-learning situation which these workshops were planned to facilitate. The "student outcome objective" below describes the desired benefit on student achievement to be derived from these workshops.

> Process Objective: Appropriate materials for bilingual instruction will be used according to AISD's instructional model.
>
> Student Outcome Objective: Increase in project students' achievement levels.

### Participants and Dates

The workshops were planned for the bilingual teaching teams from each of the 16 project schools. In addition to these teachers, several project bilingual aides and some teachers from schools involved in the implementation of SB 121 attended.

| | |
|---|---|
| October 9, 1974 | Kindergarten teachers |
| October 10, 1974 | First grade teachers |
| October 11, 1974 | Second grade teachers |
| October 14, 1974 | Third grade teachers |
| October 16, 1974 | Fourth & fifth grade teachers |
| October 17, 1974 | Sixth grade teachers |
| October 18, 1974 | Make-up for Zavala teachers |

### Consultants

The workshop materials and activities were prepared and conducted by the Title VII Bilingual Project staff.

Eva Rivera, Project Coordinator
Dolores Segura, Instructional Coordinator
Consuelo Nieto, Staff Development Specialist
Ana Leal, Curriculum Writer

The project evaluator, Glynn Ligon, presented a brief overview of the workshop objectives and the project objectives.

## Evaluation

### Evaluation Questions

Two major questions were addressed by the evaluation of these workshops.

1. Did each workshop meet its stated objectives?

2. Did the participants feel the consultants were sufficiently knowledgeable and adequately prepared to address the topics?

### Reaction Form

The participants in each of the workshop sessions for K-5 teachers responded to a feedback instrument administered at the close of each session. The instrument used was the same as that used to evaluate previous inservice workshops, including the 1974 Bilingual Summer Workshop.

Participants responded to four items on the following scale.

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Below are the items to which participants reacted at the close of each workshop.

1. I feel this session has met its Workshop Objective(s).
2. I feel this session will contribute to my meeting the Process Objective.
3. I feel this session will contribute to my students' meeting the Student Outcomes Objective.
4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

All objectives were posted and discussed at the beginning of each workshop so that participants would be familiar with the objectives toward which they were working.

For the October 17, 1974 workshop with sixth grade teachers, the objectives and activities were revised to be more unstructured. As a result, participants were not requested to complete reaction forms.

## Results

The Summary Sheet which follows gives an outline of the workshops, their objectives, and the participants' responses on the reaction form. When the six workshops during which reaction forms were completed are combined, mean responses from 83 participants ranged from 3.81 to 4.57. Table I represents the mean responses for each workshop and for all workshops combined.

Additional comments written on the reaction forms may be summarized as follows:

1. Friday afternoon is a poor time for an inservice workshop (2 comments).
2. The presentation was good (2 comments).
3. Sessions should start on time (1 comment).
4. This was more valuable for the bilingual teacher than the monolingual teacher (1 comment).

## Conclusions

The two evaluation questions posed for this report may be answered positively. Each workshop did meet its stated objectives (above the 3.5 criterion level), and consultants were sufficiently knowledgeable and adequately prepared to address this topic.

## SUMMARY SHEET
## EVALUATION OF THE CURRICULUM WORKSHOP
October 9, 10, 11, 14, 16, 18, 1974

**TOPIC:** Curriculum Overview

**CONSULTANT:** Bilingual Staff

**PARTICIPANTS:** K-5 Teachers

**TIME:** One Hour

### BILINGUAL PROGRAM OBJECTIVES:

Student Outcome Objective- Increase in Student Achievement Levels.

Process Objective - Proper Use of Appropriate Instructional Materials according to AISD's and Title VII's Instruction Model.

Workshop Objectives -
1. Familiarity with Curriculum Listings - Review and Approval.
2. Familiarity with the Bilingual Instructional Model.
3. Familiarity with the Title VII Project's Objectives.

### PARTICIPANTS' REACTIONS:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Number of Participants Responding - 83

| Mean Response | Item |
|---|---|
| 4.13............. | 1. I feel this session has met its Workshop Objective(s). |
| 3.95............. | 2. I feel this session will contribute to my meeting the Process Objective. |
| 3.81............. | 3. I feel this session will contribute to my students' meeting the Student Outcome Objective. |
| 4.57............. | 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic. |

## Table I

## Responses to the Reaction Forms

| ITEM | MEAN RESPONSES FOR EACH DATE | | | | | | |
|---|---|---|---|---|---|---|---|
| | 10-9-74<br>N = 22 | 10-10-74<br>N = 18 | 10-11-74<br>N = 9 | 10-14-74<br>N = 15 | 10-16-74<br>N = 13 | 10-18-74<br>N = 6 | Total<br>N = 83 |
| 1. I feel this session has met its Workshop Objectives. | 4.50 | 3.72 | 4.56 | 4.13 | 3.60 | 4.50 | 4.13 |
| 2. I feel this session will contribute to my meeting the Process Objective. | 4.14 | 3.61 | 4.57 | 3.53 | 3.53 | 4.67 | 3.95 |
| 3. I feel this session will contribute to my students' meeting the Student Outcome Objectives. | 4.10 | 3.33 | 4.14 | 3.33 | 3.53 | 4.33 | 3.81 |
| 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic. | 4.68 | 4.50 | 4.75 | 4.33 | 3.87 | 5.00 | 4.57 |

| DATE | GRADE |
|---|---|
| 10-9 | K |
| 10-10 | 1 |
| 10-11 | 2 |
| 10-14 | 3 |
| 10-16 | 4&5 |
| 10-17 | 6 |
| 10-18 | Zavala |

Scale Used

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Note: 6th. grade teachers attending on 10-17-74 did not complete Reaction Forms.

# Appendix D

## Instrument Report

## ESL and SSI Inservice Training Workshop Feedback Forms

**Date/Period of Administration:** December 4, 5, 1974

**Population:** Title VII Bilingual Project Teachers and Teacher Aides

**Administered by:** Title VII Process Evaluators

**Data Collected by:** Title VII Process Evaluators

**Instrument Description:** ESL and SSL Inservice Training Workshop Feedback Form

Brief description of the instrument:

Seven different feedback forms were used employing both Likert scales and short answer questions to measure attitudes as well as knowledge acquired during the workshop.

To whom was the instrument administered:

Title VII Bilingual Project teaching staff including the bilingual teachers, monolingual team teachers, and bilingual aides

How many times was the instrument administered?

Participants completed a feedback form for each session except for session two when questions were asked on a pre-post basis.

When was the instrument administered:

4
December 4-5, 1974, at the end of each session

Where was the instrument administered?

Cafeteria of the Kealing Learning Center

Who administered the instrument?

The Title VII Process Evaluators

What training did the administrators have?

None

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate of the feedback forms was less than 100%.

Who developed the instrument?

Project Evaluator and Project Coordinator

What reliability and validity dates are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# EVALUATION OF THE ESL AND SSL INSERVICE TRAINING WORKSHOP

On December 4, and 5, 1974 the Title VII Bilingual Project's teaching staff, bilingual teachers, monolingual team teachers, and bilingual aides participated in several workshop training sessions designed to familiarize them with ESL and SSL instruction, to disseminate and prepare the Rock and Roll Kits for language development, and to share ideas for bilingual instructional games and activities. This formative report describes the participants' reactions to these workshop sessions and concludes that the activities were well accepted by the participants, that knowledge presented to them was only partially comprehended, and that additional time for materials preparation would have been required to accomplish the hoped for objectives.

## Program Description

### Purpose and Objectives

These workshops were designed to familiarize the Title VII Bilingual Project's teaching staff with the ESL (English as a Second Language) and SSL (Spanish as a Second Language) materials being provided classrooms and to inform them of basic techniques for conducting ESL and SSL activities.

The stated objectives for these workshops were:

1. Teaching staff using the Rock Kit (ESL) and Roll Kit (SSL and ESL) will assemble and prepare the materials included for classroom use while they are becoming familiar with the contents and activities of each kit.

2. Teaching staff using the SCDC materials will become familiar with their use.

3. Teaching staff engaged in ESL activities will become more informed about the rationale and techniques of ESL.

4. Teaching staff engaged in SSL activities will become more informed about the rationale and techniques of SSL.

5. Teaching staff will gather ideas for instructional games and will make games to take back to their classrooms.

### Participants, Dates, Sessions, and Consultants

Teachers and aides working in Title VII Project classrooms participated in the workshop held in the cafeteria of the Kealing Learning Center. Sessions were planned for the group of teachers and aides most concerned with each topic. Below are summarized the participants, and consultants for the two days of inservice training activities.

| Date/Time | Topic | Consultant | Participants |
|---|---|---|---|
| 12-4-74<br>3 hrs. | Rock and Roll | Dora Soto & Title VII staff | K & 1st teachers |
| 12-4-74<br>2 hrs. | ESL techniques | Dora Soto | K, 1st & 2nd teachers |
| 12-4-74<br>1-1/4 hr. | Making games | Title VII staff | K, 1st, and 2nd teachers |
| 12-5-74<br>2-1/2 hrs. | SSL techniques | Joel Gómez | K-6th. teachers and aides |
| 12-5-74<br>1-1/2 hr. | Roll Kit SSL | Joel Gómez & Title VII staff | K-6th. teachers and aides |
| 12-5-74<br>1 hr. | Roll Kit,<br>Making Games | Title VII staff | K-6th teachers and aides |

## Evaluation

The evaluation design for this workshop was as varied as the workshop's activities. Seven different feedback forms were developed and used, employing both Likert scales and short answer questions to measure attitudes as well as knowledge acquired.

### Evaluation Questions

Several evaluation questions were formulated and addressed in response to the stated purposes of this workshop. These questions and their corresponding sessions (see previous listing) are:

Session 1 - 1. Were the participants able to assemble and prepare their Roll Kits for classroom use?

2. Were the participants able to assemble and prepare their Rock Kits for classroom use?

3. Did the participants feel that it was worthwhile for them to take the morning from their class to work with these kits?

4. Did the session's activities made the participants fully aware of what is included in the Rock and Roll Kits?

5. Did the participants feel that this type of activity should be repeated whenever instructional kits are given to their classrooms?

Session 2 - 1. Did the participants increase their knowledge of ESL instruction?

2. Did the participants feel it was worth the effort to have children in a practicum situation rather than role playing with adults or a lecture-discussion?

3. Did the participants feel that the consultant (Dora Soto) was adequately prepared and sufficiently knowledgeable to address this topic.

4. Did the participants feel that this session would have a positive effect upon the future activities they would plan and conduct within their classrooms?

Session 3 - 1. How many games/activites did the participants make to completion and ready for classroom use?

2. How many games/activities did the participants begin to make which they will complete for classroom use later?

3. How many other ideas for games/activities did the participants gather which they plan to use in their classrooms?

4. Did the participants feel that this type of workshop session was well worth their time and effort?

5. Did the participants feel that this type of workshop session should be repeated?

Session 4 - 1. Did the participants gain knowledge about SSL instruction?

2. Did the participants feel that it was well worth their effort to have children in a practicum situation rather than role playing with adults or lecture/discussion.

3. Did the participants feel that the consultant (Joel Gõmez) was adequately prepared and sufficiently knowledgeable to address this topic?

4. Did the participants feel that this workshop session would have a positive effect upon the future activities which they will plan and conduct within their classrooms?

Session 5 - 1. Did the participants feel it was worthwhile for them to take the time from their class to work with the Roll Kit?

2. Did the participants feel that the session's activities made them fully aware of what is included in the Roll Kit?

3. Did the participants feel that this type of activity should be repeated whenever instructional kits are given to their classrooms?

Session 6 - 1. How many games/activities did the participants make to completion and ready for classroom use?

2. How many games/activities did the participants begin to make which they will complete for classroom use later?

3. How many other ideas for games/activities did the participants gather which they plan to use in their classrooms?

4. Did the participants feel that this type of workshop was well worth their time and effort?

5. Did the participants feel that this type of workshop session should be repeated?

6. Were the participants able to assemble and prepare their Spanish Roll Kits for classroom use?

## Reaction Forms

The seven reaction forms (see Appendix I) used were designed specifically to answer the evaluation questions stated above. For the most part, the following Likert scale was used with positively stated items:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

The questions dealing with knowledge of ESL and SSL instruction were assessed through short answer questions. For session 2 these questions were asked on a pre-post basis. For session 4 these questions were asked at the end of the session only.

The reaction forms also elicited information from the participants on their position, school, grade level, primary language of instruction, and bilingual ability.

## Results

In reviewing the results, reference will be made to "mean responses" from 1.0 to 5.0. These are based on the Likert scale described previously and may be interpreted as being more positive the closer the mean approaches 5.0.

**Session 1.** The reaction form for session 1 yielded the following results from the 19 participants completing it. (See Table 1) The items about the assembly and preparation of the Roll Kit and Rock Kit received mean responses of 2.29 and 3.00 respectively. Mean responses to the other three items all exceeded 4.00. Written comments about this session referrred primarily to the discomfort caused by lack of heat in the room and the lack of sufficient time allowed to complete the task of preparing the materials in the kits.

**Session 2.** Reaction forms for session 2 were administered pre and post for the first four knowledge items. Table 2 presents responses given to the first four items. In response to the question of who should receive ESL instruction, 90% of the 21 participants who turned in matchable pre and post forms gave an acceptable answer on the pre-test and 83% on the posttest. This decline was not found to be significant at the .05 level when the McNemar Change Test (non-parametric) was employed.

When asked how much Spanish should be used during the ESL time block, 60% of the participants gave appropriate answers on the pretest and 91% on the post-test. This gain was significant beyond the .05 level on the McNemar Change Test. When asked what the major distinction between ESL and bilingual educa-

## Table 1

### Participants' Responses to the Reaction Form for Session 1

| | Number of Participants | Mean |
|---|---|---|
| 1. I was able to assemble and prepare my Roll Kit for classroom use. | 17 | 2.29 |
| 2. I was able to assemble and prepare my Rock Kit for classroom use. | 17 | 3.00 |
| 3. It was worthwhile for me to take the morning from my class to work with these kits. | 19 | 4.06 |
| 4. This morning's activities have made me fully aware of what is included in the Roll and Rock kits. | 19 | 4.32 |
| 5. This type of activity should be repeated whenever instructional kits are given to my classroom. | 19 | 4.84 |

Table 2 - Participants' Responses to the Pre-Post Items for Session 2

| | N | % Answering Correctly on Pre Test | % Answering Correctly on Post Test | Difference | Significant at .05 level |
|---|---|---|---|---|---|
| 1. Who should be taught ESL? | 21 | 90 | 83 | - 07 | No |
| 2. How much is Spanish used during the ESL time block and for what purpose? | 21 | 60 | 91 | + 31 | Yes |
| 3. What is the major distinction between ESL and bilingual instruction? | 21 | 17 | 30 | + 13 | No |
| | | Pre Test Mean | Post Test Mean | | |
| 4. List as many different techniques as possible which are used in ESL. | 21 | 1.67 | 3.00 | +1.33 | Yes |
| TOTAL SCORE | 21 | 3.1 | 5.23 | +2.13 | Yes |

tion is, 17% of the participants gave a correct response on the pretest and 30% on the post. However, this gain was not found to be significant at the .05 level using the McNemar Change Test.

When asked to list as many different ESL techniques as possible, participants named an average of 1.67 on the pretest and 3.0 on the posttest. Using a t-test for correlated observations, this difference was found to be significant at the .05 level. Scoring the first three items one point for an appropriate response and none for an inappropriate one, and item four as one point for each valid technique listed, a total score for each participant was calculated. For those 21 participants whose forms were matched both pre and post, the total score on the pretest was 3.1 and on the posttest 5.23. This difference was significant at the .05 level using a t-test for correlated observations.

Mean responses to the other three items (see table 3) were 4.71 for the worthiness of having children in a practicum setting rather than role playing with adults, 4.67 for the preparation and knowledge of the consultant (Dora Soto), and 4.14 for the positive effect this workshop will have upon future classroom activities.

Session 3. Participants, again 21, stated that they made an average of one game to completion and ready for classroom use, however, seven of the 21 (33%) did not complete even one. An average of 4.07 games/activities were begun for later completion and use. Responses to the third question, "How many other ideas for games/activities have you gathered today...?" were uninterpretable since several participants responded with "many" or "a lot." Table 4 presents this data.

The mean response for the last two items (see table 5) was 4.28 for both the worthiness of this type of session in terms of time and effort, and whether this type of workshop should be repeated. Looking at these means broken down by grade level, it is apparent that the kindergarten and first grade teachers approved of this type of workshop more than did the second, third, and fourth grade teachers. No statistical test was used here because of the small number of participants from each grade level.

Session 4. Four short answer items and three Likert type items were included on the reaction form. This form was administered only at the end of the session. Because most participants did not complete the information section of the form, distinguishing teachers' responses from aides' responses was not possible. Only 13 teachers and 8 aides identified themselves. In response to the question of who should be taught SSL, 93% of the participants gave an acceptable answer. "How much is English used during the ESL time block and for what purpose?" was correctly answered by 76% of the participants. However, only 20% acceptably distinguished between SSL and bilingual education. The average number of SSL techniques which participants listed was 3.75 (compared to 3.1 for ESL in session 2). The mean total score for these four items then was 5.65 (compared to 5.23 for ESL in session 2). (See Table 6)

Using the previously described Likert scale for agreement (5.0 being complete agreement), participants rated the worthiness of the effort to have children in a practicum situation rather than role playing with adults or lecture/discussion as 4.60, the adequacy of preparation and knowledge of the consultant (Joel Gómez) as 4.43, and the probability of this workshop's having a positive effect upon future classroom activities as 3.92. (See Table 7)

Table 3

Participants' Responses to Items 5, 6, and 7 on the Reaction Form for Session 2

| | Number of Participants | Mean |
|---|---|---|
| 5. It was well worth the effort to have children in a practicum situation rather than role playing with adults or lecture/ discussion. | 21 | 4.71 |
| 6. The consultant (Dora Soto) was adequately prepared and sufficiently knowledgeable to address this topic. | 21 | 4.67 |
| 7. This workshop will have a positive effect upon the future activities which I will plan and conduct within my classroom. | 21 | 4.14 |

Table 4

Participants' Responses to Items 1, 2, and 3 on the Reaction Form for Session 3

| | Number of Participants | Mean |
|---|---|---|
| 1. How many games/activities did you make to completion and ready for classroom use? | 21 | 1.0 |
| 2. How many games/activities did you begin to make today and will complete for classroom use later? | 21 | 4.07 |
| 3. How many other ideas for games/ activities have you gathered today which you plan to use in your classroom? | 21 | Not computable |

## Table 5

### Participants' Responses to Items 4 and 5 on the Reaction Form for Session 3

| | No. of Participants | MEAN RESPONSES | | | | | |
|---|---|---|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | Total |
| 4. This type of workshop session was well worth my time and effort. | 21 | 4.67 | 4.75 | 3.67 | 4.00 | 3.67 | 4.28 |
| 5. This type of workshop session should be repeated. | 21 | 5.00 | 4.75 | 3.33 | 4.00 | 3.67 | 4.28 |

## Table 6

### Participants' Responses to Items 1, 2, 3, and 4 on the Reaction Form for Session 4

| | Number of Participants | % Answering Correctly | Mean Score |
|---|---|---|---|
| 1. Who should be taught SSL? | 55 | 93% | .93 |
| 2. How much is English used during the SSL time block and for what purpose? | 55 | 76% | .76 |
| 3. What is the major distinction between SSL and bilingual instruction? | 55 | 20% | .20 |
| 4. List as many different techniques as possible which are used in SSL. | 55 | — | 3.75 |
| MEAN TOTAL SCORE | 55 | — | 5.64 |

Session 5. The fifth session was assessed with a brief three item reaction form. The 49 participants, again undifferentiated as teachers or aides, gave a mean response of 4.04 to an item related to the worthiness of taking time off from their classes to work on the instructional kits. Being made fully aware of what is included in the Roll Kits was rated 4.43 and the desirability of repeating this type of activity whenever instructional kits are given out was rated 4.49. (See Table 8)

Session 6. At the end of the final session, participants completed a six item reaction form. Their responses, presented in Table 9, indicate that an average of 1.57 games/activities were completed by each participant, and an average of 2.13 games/activities were begun for later completion and use. The item asking how many additional ideas were gathered for later use yielded unaverageable responses since participants frequently said "many" or "a lot." (See Table 9)

A mean response of 4.52 was given to the item on the worthiness of this session in terms of time and effort, 4.55 to the item asking whether this type of session should be repeated, and 2.13 to the item asking if the participants were able to assemble and prepare their Spanish Roll Kit for classroom use. (See Table 10)

## Conclusions

The evaluation questions stated for each workshop session and measured on a Likert scale may be said to have been answered positively if the mean responses given to their corresponding items were equal to or greater than 3.5 on the five point scale used. All items concerning the value of the sessions and the ability of the consultants were given ratings in excess of 3.5. However, all three items relating to the completion of the preparation of the Rock Kits and Roll Kits received ratings well below 3.5. From comments written on the reaction forms, it seems evident that too little time was available to actually fully prepare these kits for classroom use.

The knowledge items corresponding to evaluation question number 1 for both sessions 2 and 4 produced mixed results. Around 90% of the participants now appear to be able to identify which students should receive ESL and SSL instruction. After the session on ESL and after the session SSL, 91% and 76% of the participants respectively knew how much each language is used in ESL and SSL instruction. However, only 30% and 20% were able to adequately distinguish ESL and SSL from bilingual education. This indicates a widespread inability to make a distinction among these instructional programs. For the one pre/post measurement, some significant gains were found.

The games/activities sessions were probably successful in providing participants ideas for future use; however, again the time available limited the number of games/activities actually constructed during the sessions.

The variety of activities included in the two days of workshops and the mixed results from the evaluation prevent any meaningful overall summary statement about the success or failure of the sessions. However, hopefully the reactions and comments presented in this report will be useful to the project staff in planning and conducting future workshops.

## Table 7

## Participants' Responses to Items 5, 6, and 7 on the Reaction Form for Session 4

| | Number of Participants | Mean |
|---|---|---|
| 5. It was well worth the effort to have children in a practicum situation rather than role playing with adults or lecture/ discussion. | 52 | 4.60 |
| 6. The consultant (Joel Gómez) was adequately prepared and sufficiently knowledgeable to address this topic. | 54 | 4.43 |
| 7. This workshop will have a positive effect upon the future activities which I will plan and conduct within my classroom. | 52 | 3.92 |

## Table 8

### Participants' Responses to the Reaction Form for Session 5

| | Number of Participants | Mean |
|---|---|---|
| 1. It was worthwhile for me to take the morning from my class to work with these kits. | 49 | 4.04 |
| 2. This morning's activities have made me fully aware of what is included in the Roll kits. | 49 | 4.43 |
| 3. This type of activity should be repeated whenever instructional kits are given to my classroom. | 49 | 4.49 |

## Table 9

### Participants' Responses to Items 1, 2, and 3 on the Reaction Form for Session 6

| | Number of Participants | Mean |
|---|---|---|
| 1. How may games/activities did you make to completion and ready for classroom use? | 23 | 1.57 |
| 2. How many games/activities did you begin to make today and will complete for classroom use later? | 30 | 2.13 |
| 3. How many other ideas for games/activities have you gathered today which you plan to use in your classroom? | 33 | 5.35 |

## Table 10

### Participants' Responses to Items 4, 5, and 6 on the Reaction Form for Session 6

| | Number of Participants | Mean |
|---|---|---|
| 4. This type of workshop session was well worth my time and effort. | 33 | 4.52 |
| 5. This type of workshop session should be repeated. | 33 | 4.55 |
| 6. I was able to assemble and prepare my Spanish Roll Kit for classroom use. | 30 | 2.13 |

# APPENDIX I

## REACTION FORMS

Session 1

## WORKSHOP FEEDBACK FORM - DECEMBER 4, 1974

Title VII Bilingual Project

AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL:

POSITION: ________ Aide
________ Teacher

GRADE LEVEL:

Primary Language of Instruction: ________ English
________ Spanish

Language of Proficiency: ________ Bilingual (Sp/Eng.)
________ Monolingual(Eng.)

Use this scale to rate the following items:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

___ 1. I was able to assemble and prepare my Roll Kit for classroom use.

___ 2. I was able to assemble and prepare my Rock Kit for classroom use.

___ 3. It was worthwhile for me to take the morning from my class to work with these kits.

___ 4. This morning's activities have made me fully aware of what is included in the Roll and Rock kits.

___ 5. This type of activity should be repeated whenever instructional kits are given to my classroom.

ADDITIONAL COMMENTS:

Session 2

## Pre Workshop Assessment
December 4, 1974
Title VII Bilingual Project
AUSTIN INDEPENDENT SCHOOL DISTRICT

Name: Position: ___ Aide
___ Teacher

School:

Grade Level:

Primary Language of Instruction: ___ English
___ Spanish

Language Proficiency: ___ Bilingual (Sp./Eng.)
___ Monolingual (Eng.)

This brief questionnaire covers the major ideas to be discussed during today's workshop on ESL.

Please answer each question completely but concisely.

1. Who should be taught ESL?
   Spanish dominant students = 1

2. How much is Spanish used during the ESL time block and for what purpose?
   None, except for directions = 1

3. What is the major distinction between ESL and bilingual instruction?
   ESL, oral English
   Bil. Ed. - instruction in both languages } = 1

4. List as many different techniques as possible which are used in ESL.

   1 point for each

Session 2

# Post Workshop Assessment
December 4, 1974
Title VII Bilingual Project
AUSTIN INDEPENDENT SCHOOL DISTRICT

Name:

Please answer each question completely and concisely.

1. Who should be taught ESL?

   Spanish dominant students = 1

2. How much is Spanish used during the ESL time block and for what purpose?

   None, except for directions = 1

3. What is the major distinction between ESL and bilingual instruction?
   ESL, oral English )
   Bil. Ed. - instruction in both languages ) = 1

4. List as many different techniques as possible which are used in ESL.

   1 point for each

Use this scale to rate the following items:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

____ 5. It was well worth the effort to have children in a practicum situation rather than role playing with adults or lecture/discussion.

____ 6. The consultant (Dora Soto) was adequately prepared and sufficiently knowledgeable to address this topic.

____ 7. This workshop will have a positive effect upon the future activities which I will plan and conduct within my classroom.

ADDITIONAL COMMENTS:

Session 3

Title VII Bilingual Project Workshop
December 4, 1974
AUSTIN INDEPENDENT SCHOOL DISTRICT

MATERIALS PREPARATION SESSION

Name: Position: ___ Aide
___ Teacher

School:

Grade Level:

Primary Language of Instruction ___ English
___ Spanish

Language Proficiency: ___ Bilingual (Sp/Eng.)
___ Monolingual (Eng.)

Please write a number before each item to indicate your response to that item.

___ 1. How many games/activities did you make to completion and ready for classroom use?

___ 2. How many games/activities did you begin to make today and will complete for classroom use later?

___ 3. How many other ideas for games/activities have you gathered today which you plan to use in your classroom?

Use this scale to respond to these items.

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

___ 4. This type of workshop session was well worth my time and effort.

___ 5. This type of workshop session should be repeated.

ADDITIONAL COMMENTS:

Session 4

## Post Workshop Assessment
December 5, 1974
Title VII Bilingual Project
AUSTIN INDEPENDENT SCHOOL DISTRICT

Name:

Please answer each question completely and concisely.

1. Who should be taught SSL?

   English dominant student = 1

2. How much is English used during the SSL time block and for what purpose?

   None, except for directions = 1

3. What is the major distinction between SSL and bilingual instruction?

   SSL - oral Spanish }
   Bil. Ed. - instruction in both Spanish and English} = 1

4. List as many different techniques as possible which are used in SSL.

   1 point each

Use this scale to rate the following items:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

____ 5. It was well worth the effort to have children in a practicum situation rather than role playing with adults or lecture/discussion.

____ 6. The consultant (Joel Gomez) was adequately prepared and sufficiently knowledgeable to address this topic.

____ 7. This workshop will have a positive effect upon the future activities which I will plan and conduct within my classroom.

ADDITIONAL COMMENTS:

Session 5

## WORKSHOP FEEDBACK FORM - DECEMBER 5, 1974

Title VII Bilingual Project

AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL:

POSITION: ________ Aide
________ Teacher

GRADE LEVEL:

Primary Language of Instruction: ________ English
________ Spanish

Language of Proficiency: ________ Bilingual (Sp/Eng.)
________ Monolingual(Eng.)

Use this scale to rate the following items:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

___ 1. It was worthwhile for me to take the morning from my class to work with these kits.

___ 2. This morning's activities have made me fully aware of what is included in the Roll Kit.

___ 3. This type of activity should be repeated whenever instructional kits are given to my classroom.

ADDITIONAL COMMENTS:

Session 6

## Title VII Bilingual Project Workshop
December 5, 1974
AUSTIN INDEPENDENT SCHOOL DISTRICT

### MATERIALS PREPARATION SESSION

Name:

Position: ___ Aide
___ Teacher

School:

Grade Level:

Primary Language of Instruction ___ English
___ Spanish

Language Proficiency: ___ Bilingual (Sp/Eng.)
___ Monolingual (Eng.)

Please write a number before each item to indicate your response to that item.

___ 1. How many games/activities did you make to completion and ready for classroom use?

___ 2. How many games/activities did you begin to make today and will complete for classroom use later?

___ 3. How many other ideas for games/activities have you gathered today which you plan to use in your classroom?

Use this scale to respond to these items.

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

___ 4. This type of workshop session was well worth my time and effort.

___ 5. This type of workshop session should be repeated.

___ 6. I was able to assemble and prepare my Spanish Roll Kit for classroom use.

ADDITIONAL COMMENTS:

# Appendix E

## Instrument Report

## Fall Interview of Bilingual Teacher Aides

| | |
|---|---|
| Date/Period of Administration: | Between October 28, 1974 and November 26, 1974. |
| Population: | Title VII Bilingual Teacher Aides |
| Administered by: | Title VII Process Evaluators |
| Data Collected by: | Title VII Process Evaluators |

## Instrument Description: Fall Interview of Bilingual Teacher Aides

Brief description of the instrument:

The interview form contained one question for each of the ten areas of interest. The form was designed to be completed in a brief time (10-15 minutes).

To whom was the instrument administered?

Title VII bilingual teacher aides.

How many times was the instrument administered?

All 28 bilingual teacher aides were interviewed once.

When was the instrument administered?

All interviews were conducted between October 28, and November 26, 1974.

Where was the instrument administered?

All teacher aides were interviewed at their elementary schools.

Who administered the instrument?

Title VII Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

None

Who developed the instrument?

Title VII Project Evaluator and Process Evaluators

What reliabiability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# INTERVIEWS OF BILINGUAL TEACHER AIDES

During the month of November, 1974 the staff of the Office of Evaluation interviewed all of the teacher aides hired by the Title VII Bilingual Project in an effort to collect and provide data which will be helpful to the project staff in assessing the ongoing activities of the aides as well as specific process objectives. The data collected from the interviews provide insights which will be helpful in planning future training for the aides as well as in addressing the supervision needs identified by the aides in the interviews.

## Purpose of Interviews

The interviews conducted with the bilingual teacher aides had a two-fold purpose - to determine in what activities the aides were involved and to determine in what areas the aides need help. Ten areas of particular interest were identified for the aide interviews. Items corresponding to each area were designed to answer the following questions:

1. Do the aides understand their role and responsibilities in the bilingual program?
2. What inservice training do the aides desire?
3. What do the aides feel are the greatest needs in their classrooms?
4. What help from the bilingual project staff do the aides need?
5. How much time do the aides spend on various activities in the schools?
6. How do the aides and their cooperating teachers plan?
7. In what subject areas do the aides concentrate in both English and Spanish?
8. What percentage of the aides' instructional time is conducted in Spanish?
9. What are the daily and weekly schedules of the aides?
10. What general comments do the aides have about the bilingual project?

## Procedures, Dates, Time

The twenty-eight bilingual teacher aides who were interviewed were hired by the Title VII Bilingual Project to work in Brooke, Dawson, Zavala, Maplewood, Rosedale, Brown, Reilly, Ortega, Becker and Ridgetop elementary schools. The aides were assigned to classrooms from the kindergarten through the fifth grade level. All interviews were conducted between October 28, 1974 and November 26, 1974 by the two Process Evaluators for the Title VII Bilingual Project. Convenient times and dates were arranged with the teacher aides and their elementary schools so that all interviews could be conducted in the schools.

## Interview Form

The interview form (see attachment A) was developed by the staff of the Office of Research and Evaluation. The form was designed to be completed in a brief time (10-15 minutes) and to cover each of the 10 areas outlined previously. The form contained one question for each of the areas of interest.

## Results

Responses to the first item (see Table 1) indicate that two-thirds of the aides feel they understand their role and responsibilities in the schools. One third of the aides, however, answered that they neither understand nor misunderstand their role and responsibilities. No teacher aide responded that he/she did not understand his/her role.

Table 1

Responses to Item 1 on Teacher Aide Interview Form - "Do you understand your role and responsibilities as a bilingual aide?"

| Response | Percentage |
|---|---|
| a. Definitely yes | 46% |
| b. Mostly yes | 18% |
| c. Partly yes, partly no | 36% |
| d. Mostly no | 0% |
| e. Definitely no | 0% |

---

Responses to item 2 (see Table 2) show that 25% of the aides would like inservice training on classroom discipline and behavior management. Other areas mentioned by more than one aide were teaching math in Spanish, teaching Spanish reading skills, reading instruction in general, and understanding children.

Table 2

Responses to Table 2 on Teacher Aide Interview Form - "What kind of inservice training would you like to receive?"

| Rank | % of Aides Answering | Inservice Training Area |
|---|---|---|
| 1 | 25% | Classroom Management, Discipline & Behavior |
| 2 | 14% | Teaching Math in Spanish |
| 3 | 14% | Spanish Reading Skills |
| 4 | 11% | Reading Instruction in General |
| 5 | 7% | How To Understand Children |

The third item (see Table 3) asked the aides what the three greatest needs were in their classrooms. Thirty-six percent responded that they needed more bilingual instructional materials. Twenty-five percent responded that they needed general educational materials, such as games and books. Eighteen percent responded that they needed more space for their activities. Eight of the aides who had originally stated that they difinitely or mostly understood their role and responsibilities as a bilingual aide stated that they felt the need for "very much" or "a lot" of help from the bilingual staff.

Table 3

Responses to Item 3 on Teacher Aide Interview Form - "What are the three greatest needs in your classroom?"

| Rank | % of Aides Mentioning Need | Need |
|---|---|---|
| 1 | 36% | Bilingual Materials (Spanish) |
| 2 | 25% | Educational Materials-games, books |
| 3 | 18% | More Room Space |

When asked how much help from the bilingual project staff they need, on a scale of "very much, a lot, some, a little, and little or none," 43% responded "some." The other aides were divided fairly evenly among the other four alternatives.

Table 4

Responses to Item 4 on Teacher Aide Interview Form - "How much help from the bilingual project staff do you need?"

| Response | Percentage |
|---|---|
| a. Very much | 11% |
| b. A lot | 14% |
| c. Some | 43% |
| d. A little | 18% |
| e. Little or none | 14% |

Item 5 (see Table 5) asked the aides to estimate the percentage of their time spent on various activities. Mean responses indicate that 57% of the aides' school time is spent in instructional reinforcement. Making materials occupies 28% of their time, supervision 10%, clerical duties 3%, and other activities 2%. Looking at the frequencies of responses, it is evident that eight of the aides engage in instructional reinforcement 40% or less of the time.

## Table 5

Responses to Item 5 on Teacher Aide Interview Form - "How much of your time do you spend on...?"

FREQUENCY OF RESPONSES IN PERCENTAGE INTERVIEWS

| | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 | Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Instructional Reinforcement | 0 | 0 | 3 | 5 | 7 | 1 | 1 | 6 | 4 | 0 | 57% |
| Making Materials | 6 | 2 | 4 | 5 | 5 | 1 | 0 | 0 | 0 | 0 | 28% |
| Super-vision | 10 | 7 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 10% |
| Clerical | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3% |
| Other | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2% |

When asked how the aide and the teacher plan (item 6, Table 6), the aides answered that 44.8% of their planning is conducted with the teacher, 37.7% is accomplished by the aide alone, and 17.5% of the time the teacher plans and assigns duties to the aides. Six of the aides reported planning with their teachers 30% or less of the time, and five aides reported planning alone 80% or more of the time.

## Table 6

Responses to Item 6 on Teacher Aide Interview Form - "What percentage of your planning is done in each of these ways?"

FREQUENCY OF RESPONSES IN PERCENTAGE INTERVALS

| | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 | Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| With the teacher | 2 | 1 | 3 | 11 | 0 | 0 | 2 | 1 | 1 | 1 | 44.8% |
| Alone | 2 | 2 | 3 | 2 | 9 | 0 | 0 | 0 | 2 | 3 | 37.7% |
| Teacher plans, assigns duties | 1 | 2 | 1 | 0 | 6 | 1 | 1 | 0 | 0 | 1 | 17.5% |

When asked in what subject areas they work in the most (See Table 7), the aides responded that 52% of their Spanish instructional time is spent on oral language development and comprehension. Thirty percent of the aides' English instructional time is devoted to development of reading skills.

Table 7

Responses to Item 7 on Teacher Aide Interview Form - "What subject area do you work with the most in Spanish?"

| Response | Percentage of Aides Giving Response |
|---|---|
| Spanish oral language and comprehension | 52% |

The average amount of instructional time conducted in Spanish as reported by the aides, is 49% (item 8). Table 8 shows the responses of the aides within intervals of 10 percentage points. This indicates that the mean of 49% instruction in Spanish can be very misleading. One aide actually reported no Spanish instruction, four reported only 10%, and two reported 15%. Eighteen out of 28 reported that at least 50% of their instruction is in Spanish, with three of these claiming 100% Spanish instruction.

Table 8

Responses to Item 8 on Teacher Aide Interview Form - "What percentage of your instructional time is conducted in Spanish?"

Mean = 48.68%

FREQUENCY OF RESPONSES IN PERCENTAGE INTERVALS

| 0 | 1-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 2 | 0 | 0 | 10 | 0 | 2 | 2 | 1 | 3 |

Responses to item 9 concerning the aides' daily and weekly activities revealed that they are following a variety of schedules. The aides spend the majority of their time in the classroom during instructional hours. There is one notable exception where the aide spends most of her time running off materials while interns and student teachers are involved in classroom instruction.

The last item on the interview form, item 10, asked the aides for any additional comments that they might have about the Title VII Bilingual Project. Six aides stated that they either wanted someone to come to their campuses and explain what was supposed to be happening or they wanted further explanation of their duties. Four aides mentioned that the bilingual program was very good. (see Attachment H)

## Conclusions

From the aides' responses it seems evident that the majority understood what their responsibilities are; however, about one-third still have questions about their duties and would like clarification by the staff.

Although the aides mentioned a wide range of topics for inservice training, the most frequently noted was the area of classroom management and discipline. One-quarter of the aides requested substantial help from the bilingual staff while the other three-quarters expressed some or very little need for supervision.

Even though the average amount of time the aides spend on instructional reinforcement was around 50%, eight of the 28 spend 40% or less of their time in instructional reinforcement while 10 spend more than 70% of their time in this activity. Making materials is the next most frequent activity.

Aides revealed a variety of planning strategies, with three aides planning completely on their own with no teacher input and two others doing over 80% of their planning on their own. On the average, more planning is done with the teacher than by the aide alone.

One-fourth of the aides use Spanish as the language of instruction for 20% or less of the time; however, the average for all aides is about 50%.

Averages for the aides as a group do reveal levels of performance comparable to those in the Title VII Project's proposal. Interview summaries have been forwarded to the project staff so that individual aides not engaging in activities as proposed may be identified and the required supervision provided.

A recommendation seems appropriate that inservice training for the aides be conducted to provide them an opportunity to share their ideas and to discuss common problems with aides from other campuses.

✓ type [illegible] replace [illegible] have [illegible] 8:00 am Tomorrow

## ATTACHMENT A

### Teacher Aide Interview

1. Do you understand your role and responsibilities as a bilingual aide?

    a. definitely yes
    b. mostly yes
    c. partly yes, partly no
    d. mostly no
    e. definitely no

2. What kind of inservice training would you like to receive?

3. What are the three greatest needs in your classroom?

4. How much help from the bilingual project staff do you need?

    a. very much
    b. a lot
    c. some
    d. a little
    e. little, or none

5. How much of your time do you spend on...?

    ____% instructional reinforcement
    ____% making materials
    ____% supervision
    ____% clerical duties
    ____% other

    100% Total

6. What percentage of your planning is done in each of these ways?

    ____% planning with the teacher
    ____% planning by aide alone
    ____% teacher plans, assigns aide's duties

7. What subject area do you work with the most? In Spanish? In English?

8. What percentage of your instructional time is conducted in Spanish?

9. What are your daily and weekly schedules?

10. Do you have any additional comments about the Title VII Bilingual Project?

## ATTACHMENT B

### ADDITIONAL COMMENTS BY BILINGUAL TEACHER AIDES

1. I would like to know what my duties are as a teacher's aide.
2. Screen aides closely.
3. Want to know what all the duties are.
4. I think bilingual program is a success.
5. Would like to have more workshops for aides alone.
6. No comments.
7. No comments.
8. None.
9. None.
10. Good program. Cultural.
11. Good program.
12. More staff to come and help.
13. Aides need more inservice training.
14. Better materials.
15. Good program, can use improvement on testing methods.
16. More bilingual material.
17. Information about project.
18. Parents are involved.
19. I am not doing any bilingual work at all and I would like to.

    I would like to work with the bilingual teacher.

    I would like someone to help me in instructing children in Spanish.
20. The Ridgetop Workshop had very little for teachers' aides. It was a workshop for teachers.

    The Title VII Project should have live video tapes showing teacher aides how bilingual material is being used in the classroom.

    I would like for Title VII to pay for my college tuition since last year Title I paid for my college tuition.

21. At the present time I am working with 3 teachers and only 2 are in the bilingual program. Am I supposed to be working with the teacher that is not in the bilingual program?

22. Good program.

23. I wish someone would come here and explain what's expected of us; it's been explained but more is needed. Need someone to come and sit down with me and plan. What do I do about the materials we need? I need help in grouping students. I would like Christmas/Thanksgiving materials. I would like bilingual kids participate in the spring program. I would like to have all bilingual aides get together and share ideas.

24. In my classroom the children I teach are not ready for oral Spanish. What do I do?

25. An aide should be invited to all conferences because the aide works with the children. I would like to see people from the school administration visit in our classroom and look at our schedules and share comments.

# Appendix F

## Instrument Report

## Fall Teacher Interview Form

**Date/Period of Administration:** October 7, 1974 through November 11, 1974

**Population:** Randomly Selected Bilingual Teachers and Monolingual Team Teachers in Title VII Bilingual Project

**Administered by:** Title VII Process Evaluators

**Data Collected by:** Title VII Process Evaluators

# Instrument Description: Fall Teacher Interview Form

Brief description of the instrument:

Interview form consisted of 15 questions relating to 6 areas concerning the Title VII Bilingual Project.

To whom was the instrument administered?

Randomly selected monolingual team teachers and bilingual teachers in the Title VII Project.

How many times was the instrument administered?

Once

When was the instrument administered?

All interviews were conducted from October 17, 1974 through November 11, 1974.

Where was the instrument administered?

All teachers were interviewed at their elementary schools.

Who administered the instrument?

Title VII Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

Self-report instruments in general are subject to biases.

Who developed the instrument?

Title VII Project Evaluator and Process Evaluators

What reliability and validity data are available on the instrument?

None

Are there norm data available for intepreting the results?

No

# INTERVIEWS OF TEACHERS IN TITLE VII K-4 SCHOOLS, FALL 1974

From mid-October through mid-November, 1974, the staff of the Office of Research and Evaluation conducted interviews of a random sample of teachers from the six major schools in the Title VII Bilingual Project in an effort to collect and provide data which would be helpful to the project staff in assessing the ongoing activities of the project classrooms as well as specific process objectives. This formative report summarizes the results of these interviews.

## Purpose of the Interviews

These interviews were conducted for the purpose of collecting data from Title VII Bilingual Project teachers and providing this data to the project staff for assessment of ongoing activities as well as stated process objectives. The interviews were designed to investigate activities such as duties assigned the bilingual aide by the classroom teachers, areas of inservice training need, materials needed, amount of English and Spanish used in instruction, and the amount of help needed by the teachers from the project staff. The interviews provided project teachers an opportunity to express views and comments and to make suggestions and recommendations about activities.

## Teachers Interviewed

Four teachers were selected at random from each of the six Title VII schools which have a K-4 program (Brooke, Becker, Dawson, Ortega, Ridgetop and Zavala). Two interviews were monolingual team teachers and two were bilingual teachers from each school, making a total of 12 monolingual team teachers and 12 bilingual teachers.

Twenty-two of the twenty-four teachers selected and scheduled for interviews were actually interviewed. One monlingual team teacher and one bilingual teacher were consistently unavailable for an interview; therefore, a total of 11 monolingual team teachers and 11 bilingual teachers were eventually interviewed.

## Dates, Times, Procedures

The interviews were conducted from October 17, 1974 through November 11, 1974 by the Title VII Process Evaluators. The Process Evaluators set up appointments with the classroom teachers at their convenience, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes.

## Interview Form

A copy of the interview form used is included as attachment A of this report. The form was designed by the staff of the Office of Research and Evaluation and consisted of 15 questions related to the following areas:

1. Language instruction
2. Teachers' aide services
3. Classroom needs
4. Inservice training needs
5. Supervision and services by the Title VII staff
6. Cultural awareness activities

The form also provided for additional comments and suggestions by the teachers.

## Results

Attachment B presents a summary of teachers' responses to each item on the teacher interview form. Items 1 and 2 ask the teacher to estimate the percentage of their instructional time which is conducted in Spanish and English. Monolingual team teachers stated that none or almost none of their instruction is conducted in Spanish. Of the bilingual teachers, 36% responded that none or almost none of their instructional time was conducted in Spanish. Eighteen responded that 1/4 of their instructional time was conducted in Spanish, 27% that 1/2 was in Spanish, and 18% that 3/4 was in Spanish.

Ninety-five percent of the teachers interviewed stated that they have the services of a bilingual aide at least half of the time, 50% of the teachers interviewed said that they had the services of a teacher aide more than half of the time. (item 3)

Item 4 asked classroom teachers what percent of the time when the aide is working with them he/she spends on various activities. Instructional reinforcement was estimated to occupy 46% of the aides' time, making materials 19%, clerical duties 8%, supervision 21% and other activities 6%.

When asked what the three greatest needs are in their classrooms (item 5), 55% of the bilingual teachers reported "more educational materials," and 45% expressed the need for additional planning time. Of the monolingual team teachers, 55% identified more individualized instruction as a need in their classroom, 20% mentioned educational materials, and 20% mentioned more work space.

When asked what kind of materials they needed, 50% of the bilingual teachers mentioned bilingual instructional materials and 27% mentioned math materials. Eighty-two percent of the monolingual team teachers replied with "instructional materials." (item 6)

Item 7 asked teachers in which areas they would like to receive inservice training. Spanish reading was identified by 27% of the bilingual teachers, with math, Spanish in general, and language arts being mentioned by 18% each. More information on the bilingual program was the most frequently mentioned inservice training needed by the monolingual team teachers (27%).

When asked if it is good idea to have a substitute teach class so that the teachers may attend inservice training or workshops, 63% responded positively; however, 18% were undecided and another 18% responded negatively. (item 8)

The interviewers reported that the majority of teachers responding positively prefaced their response by saying that substitutes were a good idea only if they are well qualified and the inservice is worthwhile.

When asked about information concerning their role in the bilingual project, (item 9) 73% of the bilingual teachers and 54% of the monolingual team teachers responded that the staff had provided them sufficient information. Nine percent of the bilingual teachers and 27% of the monolingual team teachers felt that sufficient information had not been provided.

The teachers were then asked how much supervision and help from the Title VII project staff they felt they needed to organize their classrooms for bilingual education. (item 10) Using the scale "very much, some, a little, very little, and none," 40% of the bilingual teachers and the monolingual team teachers responded with "some." Twenty percent of the bilingual teachers and 23% of the monolingual team teachers responded "very much."

Approximately half of the bilingual teachers and monolingual team teachers stated that they used personal observation and language dominance test results about equally in determining the appropriate instructional language, either Spanish and/or English, for their students. (item 11)

Teachers were asked how often the students they teach engage in listening, speaking, reading and creative writing activities. (item 12) Both bilingual and monolingual team teachers responded that listening, speaking and reading activities occurred on a daily basis, however, only 25% of the bilingual teachers and 17% of the monolingual team teachers stated that they conducted daily creative writing activities.

When asked which methods they were using to enhance the awareness of their students of the various cultures and home backgrounds represented in the project schools, (item 13) there was an interesting difference between the responses of the bilingual teachers and the monolingual team teachers. Fifty-five percent of the monolingual team teachers relied upon social studies lessons for cultural awareness; whereas, 64% of the bilingual teachers utilized programs, displays, and field trips.

When asked what other programs/projects/activities, in addition to regular instructional activities, make a substantial demand upon their time, (item 14) a wide range of activities were mentioned. Bilingual teachers most frequently mentioned meetings and the Fountain Valley Program, and monolingual team teachers frequently mentioned faculty meetings, testing and making materials.

## Conclusions

There are some results from these teacher interviews which do indicate both areas of adequate implementation of the project and areas of inadequate implementation.

Noteworthy is the statement of 36% of the bilingual teachers that they conduct none or almost none of their instructional activities in Spanish. This suggests that about one-third of the students participating in bilingual education in these six schools are receiving almost 100% English instruction.

All but one of the teachers interviewed do have the services of a bilingual aide for at least half of the time. The assignment of teacher aides, although not perfect, seems to be very successful in providing each classroom with instructional help.

Bilingual teachers are more interested in materials and additional planning time; whereas, the monolingual team teachers desire more individualized instruction.

Regarding the release of teachers for inservice training by providing substitutes for their classrooms, two-thirds of the teachers interviewed approved; however, one-third of the teachers did not and the majority of those who did, did not want unqualified substitutes to release them for unproductive inservice workshops. The concerns of this one-third should be explored further as a way of discovering alternative staff training strategies, possibly even the elimination of expensive substitutes.

A combination of personal observation and the results of language dominance tests are being used to identify the appropriate instructional language(s) for project students.

Although listening, speaking, and reading activities occur daily in both the bilingual and monolingual team teachers' classrooms, creative writing activities occur less often, about once a week.

For cultural awareness activities, the monolingual team teachers most frequently rely upon the standard social studies program. Bilingual teachers rely much more upon additional materials and activities. There is probably a need for the bilingual teachers to work more with the monolingual team teachers to ensure that cultural awareness above and beyond the text books is a part of all classrooms and not just the ones in which a Mexican American teacher works.

## ATTACHMENT A

## AUSTIN INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAM
Office of Research and Evaluation

### TEACHER'S FORM - FALL INTERVIEW

1. What part of your time do you teach in Spanish?
2. What part of your time do you teach in English?
3. What part of the school day do you have the services of a teacher aide?

a. None, Almost none
b. One fourth
c. One half
d. Three fourths
e. All, almost all

---

4. What percent of time, when the aide is working with you, does he/she spend on...?

a. Instructional Reinforcement.......____________%
b. Making Materials..................____________%
c. Clerical Duties...................____________%
d. Supervision.......................____________%
e. Other Activities..................____________%

______100______%

5. What are the three greatest needs in your classroom?

6. What kinds of materials do you need?

7. In what areas would you like to receive inservice training?

8. Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

a. Definitely yes
b. Mostly yes
c. Undecided, mixed feelings
d. Mostly no
e. Definitely no

9. Has the Title VII Project staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

a. Definitely yes
b. Mostly yes
c. Undecided, mixed feelings
d. Mostly no
e. Definitely no

10. How much supervision and help from the Title VII project staff do you feel you need to organize your classroom for bilingual education?

a. Very much
b. Some
c. A little
d. Very little
e. None

11. What basis are you using to group students for instruction in either Spanish or English?

12. How often do the students you teach engage in each of the following activities in Spanish/English?

    1. Listening Activites
    2. Speaking Activities
    3. Reading Activities
    4. Creating Writing Activities

    a. Daily
    b. More than once a week
    c. Once a week
    d. Once every 2 weeks
    e. Never

13. What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

14. In addition to the regular instructional activities, what other programs/projects/activities make a substantial demand on your time?

15. What other comments about the Title VII Bilingual Project would you like to make?

# ATTACHMENT B

## Percentage of Teacher Responses to the Teacher Interview Form

### ITEM 1

| What part of your time do you teach in Spanish? | Bilingual Teachers | Monol. Team Teachers | Both |
|---|---|---|---|
| a. None, almost none | 36% | 100% | 68% |
| b. One fourth | 18% | 0% | 9% |
| c. One half | 27% | 0% | 14% |
| d. Three fourths | 18% | 0% | 9% |
| e. All, almost all | 0% | 0% | 0% |

### ITEM 2

| What part of your time do you teach in English? | Bilingual Teachers | Monol. Team Teachers | Both |
|---|---|---|---|
| a. None, almost none | 0% | 0% | 0% |
| b. One fourth | 27% | 0% | 14% |
| c. One half | 27% | 0% | 14% |
| d. Three fourths | 36% | 0% | 18% |
| e. All, almost all | 9% | 100% | 54% |

### ITEM 3

| What part of the school day do you have the services of a teacher aide? | Bilingual Teachers | Monol. Team Teachers | Both |
|---|---|---|---|
| a. None, almost none | 9% | 0% | 5% |
| b. One fourth | 0% | 0% | 0% |
| c. One half | 27% | 45% | 36% |
| d. Three fourths | 9% | 18% | 14% |
| e. All, almost all | 55% | 36% | 45% |

ITEM 4

| What percent of time, when the aide is working with you, does he/she spend on...? | Bilingual Teachers | Monol.Team Teachers | Both |
|---|---|---|---|
| a. Instructional reinforcement | 50.5% | 42.2% | 46% |
| b. Making materials | 19.5% | 18.7% | 19% |
| c. Clerical duties | 6.5% | 9.0% | 8% |
| d. Supervision | 16.0% | 26.6% | 21% |
| e. Other activities | 7.5% | 5.4% | 6% |

ITEM 5

What are the three greatest needs in your classroom?

| GROUP | RANK | % OF TEACHERS STATING NEED | NEED |
|---|---|---|---|
| Bilingual Teachers | 1 | 55% | Educational Materials |
| | 2 | 45% | Time for planning |
| Mono.Team Teachers | 1 | 55% | More individual instruction of children |
| | 2 | 20% | Educational materials |
| | 3 | 20% | Space to work |
| | 4 | 5% | Clerical help |
| Both | 1 | 34% | Materials |
| | 2 | 28% | Assistance-Aide |
| | 3 | 16% | Time for planning |
| | 4 | 9% | Space |

ITEM 6

What kind of materials do you need?

| GROUP | RANK | % OF TEACHERS STATING NEED | NEED |
|---|---|---|---|
| Bilingual Teachers | 1 | 50% | Bilingual materials |
| | 2 | 27% | Math materials |
| | 3 | 18% | Audio Visual Aides |
| Monol.Team Teachers | 1 | 82% | Instructional materials |
| Both | 1 | 37% | Educational materials |
| | 2 | 26% | Audio Equipment |
| | 3 | 21% | Games |

ITEM 7

In what areas would you like to receive inservice training?

| GROUP | RANK | % OF TEACHERS MENTIONING AREA | INSERVICE TRAINING |
|---|---|---|---|
| Bilingual Teachers | 1 | 27% | Reading (Spanish) |
| | 2 | 18% | Math |
| | 2 | 18% | Spanish |
| | 2 | 18% | Language Arts |
| Monol.Team Teachers | 1 | 27% | Bilingual program information |
| Both | 1 | 30% | Spanish reading |
| | 2 | 23% | Discipline |
| | 3 | 20% | Spanish |
| | 4 | 18% | Math. |

ITEM 8

Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

| RESPONSE | Bilingual Teachers | Monol.Team | Both |
|---|---|---|---|
| a. Definitely yes | 55% | 36% | 46% |
| b. Mostly yes | 18% | 18% | 18% |
| c. Undecided, mixed feelings | 18% | 18% | 18% |
| d. Mostly no | 0 | 18% | 9% |
| e. Definitely no | 9% | 9% | 9% |

ITEM 9

Has the Title VII Project Staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

| RESPONSE | Bilingual Teachers | Monol./Team | Both |
|---|---|---|---|
| a. Definitely yes | 9% | 18% | 14% |
| b. Mostly yes | 64% | 36% | 50% |
| c. Undecided, mixed feelings | 18% | 18% | 18% |
| d. Mostly no | 0% | 0% | 0% |
| e. Definitely no | 9% | 27% | 18% |

ITEM 10

How much supervision and help from the Title VII Project Staff do you feel you need to organize your classroom for Bilingual Education?

| RESPONSE | Bilingual Teachers | Monol./Team | Both |
|---|---|---|---|
| a. Very much | 20% | 33% | 26% |
| b. Some | 40% | 44% | 42% |
| c. A little | 10% | 11% | 11% |
| d. Very little | 20% | 0% | 11% |
| e. None | 10% | 11% | 11% |

ITEM 11

What basis are you using to group students for instruction in either Spanish or English?

| GROUP | RANK | % OF TEACHERS USING BASIS | BASIS FOR GROUPING |
|---|---|---|---|
| Bilingual Teachers | 1 | 45% | Teacher Observation |
| | 1 | 45% | Language Dom. Tests |
| Monol.Team Teachers | 1 | 50% | Teacher Observation |
| | 1 | 50% | Language Dom. Tests |
| Both | 1 | 47% | Teacher Observation |
| | 2 | 47% | Language Dom. tests. |

ITEM 12

How often do the students you teach engage in each of the following activities in Spanish/English? (2nd. - 4th. grade only)

| Bilingual Teachers | DAILY | 1 + per week | Once a Week | Once every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening Activity | 100% | 0% | 0% | 0% | 0% |
| 2. Speaking Activity | 100% | 0% | 0% | 0% | 0% |
| 3. Reading Activity | 100% | 0% | 0% | 0% | 0% |
| 4. Creative Writing Activity | 25% | 75% | 0% | 0% | 0% |

Monol.Team Teachers

| | | | | | |
|---|---|---|---|---|---|
| 1. Listening Activity | 100% | 0% | 0% | 0% | 0% |
| 2. Speaking Activity | 100% | 0% | 0% | 0% | 0% |
| 3. Reading Activity | 100% | 0% | 0% | 0% | 0% |
| 4. Creative Writing Activity | 16.6% | 33% | 16.6% | 33% | 0% |

| Both Groups | DAILY | +1 per week | Once a Week | Once every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening Activity | 100% | 0% | 0% | 0% | 0% |
| 2. Speaking Activity | 100% | 0% | 0% | 0% | 0% |
| 3. Reading Activity | 100% | 0% | 0% | 0% | 0% |
| 4. Creative Writing Activity | 20% | 50% | 10% | 20% | 0% |

ITEM 13

What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

| GROUP | RANK | % OF TEACHERS USING METHOD | METHOD |
|---|---|---|---|
| Bilingual Teachers | 1 | 64% | Programs-displays, Bulletin Boards |
| | 2 | 18% | Field Trips |
| | 3 | 9% | Social Studies Lessons |
| Monol.Team Teachers | 1 | 55% | Soc. Studies Lessons |
| | 2 | 45% | Multicultural Programs |
| Both | 1 | 32% | Soc. Studies Lessons |
| | 2 | 23% | Field Trips |
| | 3 | 18% | Readings |
| | 4 | 18% | Programs |

ITEM 14

In addition to the regular instructional activities, what other programs/projects/ activities make a substantial demand on your time?

| GROUP | RANK | % OF TEACHERS MENTIONING ACTIVITY | ACTIVITY |
|---|---|---|---|
| Bilingual Teachers | 1 | 18% | Meetings |
| | 2 | 18% | Fountain Valley |
| Monol./Team Teachers | 1 | 36% | Faculty meeting |
| | 2 | 18% | Testing |
| | 3 | 18% | Making materials |

| GROUP | RANK | % OF TEACHERS MENTIONING ACTIVITY | ACTIVITY |
|---|---|---|---|
| Both | 1 | 50% | Meetings |
|  | 2 | 20% | Testing |

ITEM 15

What other comments about the Title VII Bilingual Projects would you like to make?

| GROUP | RANK | % OF TEACHERS COMMENTING | COMMENTS |
|---|---|---|---|
| Bilingual Teachers | 1 | 20% | More information about Title VII |
|  | 1 | 20% | More concern for teachers views & feelings |
| Mono.Team Teachers | 1 | 35% | More information on Bilingual Program and its objectives |
| Both | 1 | 28% | More information on Bilingual Program & Title VII |
|  | 2 | 18% | More concern for teachers views and feelings |

# Appendix G

## Instrument Report

## Fall Teacher Interview Form

Date/Period of Administration: December 9, 1974 through December 17, 1974

Population: K-1 Title VII Project Teachers

Administered by: Title VII Process Evaluators

Data Collected by: Title VII Process Evaluators

Instrument Description: Fall Teacher Interview Form

**Brief description of the instrument:**

The interview form consisted of 15 questions relating to 6 areas concerning the Title VII Bilingual Project.

**To whom was the instrument administered?**

Nine monolingual teachers in the K-1 project schools.

**How many times was the instrument administered?**

Once

**When was the instrument administered?**

All interviews were conducted from December 9, 1974 through December 17, 1974.

**Where was the instrument administered?**

All teachers were interviewed at their elementary schools.

**Who administered the instrument?**

Title VII Process Evaluators.

**What training did the administrators have?**

Procedures were reviewed in the Office of Research and Evaluation.

**Was the instrument administered under standardized conditions?**

Yes

**Were there problems with the instrument or the administration that might affect the validity of the data?**

All self-report measures are subject to biases.

**Who developed the instrument?**

Title VII Project Evaluator and Title VII Process Evaluators

**What reliability and validity data are available on the instrument?**

None

**Are there norm data available for interpreting the results?**

No

# INTERVIEWS OF TEACHERS IN TITLE VII K-1 SCHOOLS

## FALL, 1974

During December, 1974, the staff of the Office of Research and Evaluation conducted interviews of kindergarten and first grade teachers in the four Title VII Bilingual Project schools whose participation includes just kindergarten and first grade. This was an effort to collect and provide data which would be helpful to the project staff in assessing the ongoing activities of these project classrooms as well as specific process objectives. This formative report summarizes the results of these interviews.

### Purpose of the Interviews

These interviews were conducted for the purpose of collecting data from Title VII Bilingual Project teachers and providing this data to the project staff for assessment of ongoing activities as well as stated process objectives. The interviews were designed to investigate activities such as duties assigned the bilingual aide by the classroom teachers, areas of inservice training needed, materials needed, amount of English and Spanish used in instruction, and the amount of help needed by the teachers from the project staff. The interviews provided project teachers an opportunity to express views and comments and to make suggestions and recommendations about activities.

### Teachers Interviewed

The nine teachers interviewed are all monolingual teachers in whose classrooms the four bilingual teacher aides assigned to Brown, Maplewood, Reilly, and Rosedale elementary schools work. The teachers' classrooms are either kindergarten or first grade. These nine teachers represent all but one of the 10 project classrooms at these four schools.

### Dates, Times, Procedures

The interviews were conducted from December 9 through December 17, 1974 by the Title VII Process Evaluators. The Process Evaluators set up appointments with the teachers at their convenience, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes.

### Interview Form

A copy of the interview form used is included as attachment A of this report. The form was designed by the staff of the Office of Research and Evaluation and consisted of 15 questions related to the following areas:

1. Language instruction
2. Teacher aides services
3. Classroom needs
4. Inservice training needs
5. Supervision and services by the Title VII staff
6. Cultural awareness activities

The form also provided for additional comments and suggestions by the teachers.

## Results

Attachment B presents a summary of teachers' responses to each item on the teacher interview form. Items 1 and 2 asked the teachers to estimate the percentage of their instructional time which is conducted in Spanish and English. All of the teachers interviewed were monolingual and responded that 100% of their instruction is conducted in English.

Item 3 asked what part of the day the teacher has the services of a teacher aide. Five of the teachers interviewed said they had the services of a teacher aide one-fourth of the time and the other four responded that they had the services of a teacher aide one-half of the time.

Item 4 asked the teachers to name the three greatest needs in their classrooms. Four of the nine teachers interviewed expressed a need for more services from a bilingual teacher aide. Three teachers did not mention any needs, and no other needs were mentioned by more than one teacher.

Item 6 elicited the teachers' opinions of their needs for materials. Four mentioned a need for more toys and games, two mentioned tapes and books, one mentioned manipulatives, and one mentioned clear contact paper.

Areas for inservice training were explored by item 7. Here there was a very wide range of topics suggested. Only two areas, the Spanish language and aide services, were mentioned by more than one teacher. Other areas given were language arts, classroom management, individual instruction at the K level, games and activities, and the Title VII Bilingual Project.

When asked in item 8 if having a substitute teach class so that the teachers may attend inservice training workshops is a good idea, seven of the teachers said "definitely yes" or "mostly yes." One teacher was undecided and one responded "definitely no."

When asked about information concerning their role in the bilingual project (Item 9) five of the teachers responded that the staff had provided them sufficient information. Three of the teachers were undecided and one teacher responded that she had definitely not received sufficient information.

The teachers were then asked how much supervision and help from the Title VII project staff they felt they needed to organize their classrooms for bilingual education (item 10). Using the scale "very much, some, a little, very little, and none," four responded "very much," three responded "some," and "very little," and "none" for each given by one teacher.

Item 11 asked the teachers how they determined the appropriate instructional language, either Spanish or English, for their students. Five teachers stated that they used English reading ability and Spanish reading ability. Two teachers stated that they used language dominance tests scores and two teachers stated that they used personal observations.

Teachers were then asked how often the students they teach engage in listening, speaking, reading, and creative writing activities. Listening, speaking, and reading activities are conducted daily. Creative writing activities, however, are conducted daily by four teachers, at least once a week by one teacher, once every two weeks by one teacher, and "never" by three other kindergarten teachers.

When asked which methods they were using to enhance the awareness of their students of the various cultures and home backgrounds represented in the project schools (item 13), social studies lessons, plays, celebrations and show and tell were mentioned. However, four teachers did not mention any activities in this area.

Item 14 asked what other programs/projects/activities, in addition to regular instructional activities make a substantial demand upon their time. Two teachers mentioned faculty meetings, one teacher mentioned PTA meetings, one teacher mentioned parent-teacher conferences, and one teacher mentioned clerical work. Five teachers gave no responses to this item.

Item 15 asked for additional comments about the Title VII Bilingual Project. Two comments were given by two teachers each. First, there is a need for more Spanish instruction by the aide, and second, they are pleased with the Title VII project so far. One teacher pointed out a need for earlier organization of project activities, one teacher requested more information about the project, and one teacher noted that the aide's instructional group sometimes disturbs the rest of the class with the noise they generate.

## Conclusions

Data collected from these interviews should provide the Title VII staff with a general picture of the K-1 bilingual instructional program. There are two items of particular importance which should be investigated further by the staff.

First, since the four K-1 schools do not have bilingual classroom teachers, the full burden of Spanish instruction is carried by the bilingual aide. Four teachers reported having the services of an aide half-time, and five teachers reported having the services of an aide one-qurter time. The question which is raised is "Can a paraprofessional bilingual teacher aide provide effective instruction in Spanish to project students if he/she is not supported by a full-time bilingual teacher and if he/she is able to service classrooms only on a part-time basis?" Consideration of special training activities for and close supervision of the four aides serving these nine teachers seems required.

Also of significance is that four of the nine teachers did not report any cultural activities in their classrooms, and of the other five, none described a broad or formal incorporation of culture in classroom activities. A heavy reliance upon the bilingual aide for these culturally related activities was suggested.

ATTACHMENT A

## AUSTIN INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAM
Office of Research and Evaluation

## TEACHER'S FORM - FALL INTERVIEW

1. What part of your time do you teach in Spanish?
2. What part of your time do you teach in English?
3. What part of the school day do you have the services of a teacher aide?

a. None, Almost none
b. One fourth
c. One half
d. Three fourths
e. All, almost all

---

4. What percent of time, when the aide is working with you, does he/she spend on...?

   a. Instructional Reinforcement.......__________%
   b. Making Materials..................__________%
   c. Clerical Duties...................__________%
   d. Supervision.......................__________%
   e. Other Activities..................__________%

   100 %

5. What are the three greatest needs in your classroom?

6. What kinds of materials do you need?

7. In what areas would you like to receive inservice training?

8. Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

   a. Definitely yes
   b. Mostly yes
   c. Undecided, mixed feelings
   d. Mostly no
   e. Definitely no

9. Has the Title VII Project staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

   a. Definitely yes
   b. Mostly yes
   c. Undecided, mixed feelings
   d. Mostly no
   e. Definitely no

10. How much supervision and help from the Title VII project staff do you feel you need to organize your classroom for bilingual education?

   a. Very much
   b. Some
   c. A little
   d. Very little
   e. None

11. What basis are you using to group students for instruction in either Spanish or English?

12. How often do the students you teach engage in each of the following activities in Spanish/English?

1. Listening Activites
2. Speaking Activities
3. Reading Activities
4. Creating Writing Activities

a. Daily
b. More than once a week
c. Once a week
d. Once every 2 weeks
e. Never

13. What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

14. In addition to the regular instructional activities, what other programs/projects/activities make a substantial demand on your time?

15. What other comments about the Title VII Bilingual Project would you like to make?

## ATTACHMENT B

## Number (Percentage) of Teacher Responses to the Teacher Interview Form

### ITEM 1

What part of your time do you teach in Spanish?

| | | Number (Percentage) of Responses |
|---|---|---|
| A. | None, Almost none | 8 (89%) |
| B. | One fourth | 1 (11%) |
| C. | One half | 0 ( 0%) |
| D. | Three fourths | 0 ( 0%) |
| E. | All, Almost all | 0 ( 0%) |

### ITEM 2

What part of your time do you teach in English?

| | | Number (Percentage) of Responses |
|---|---|---|
| A. | None, Almost none | 0 ( 0%) |
| B. | One fourth | 0 ( 0%) |
| C. | One half | 0 ( 0%) |
| D. | Three fourths | 0 ( 0%) |
| E. | All, Almost all | 9 (100%) |

### ITEM 3

What part of the school day do you have the services of a teacher aide?

| | | Number (Percentage) of Responses |
|---|---|---|
| A. | None, Almost none | 0 ( 0%) |
| B. | One fourth | 5 ( 56%) |
| C. | One half | 4 ( 44%) |
| D. | Three fourths | 0 ( 0%) |
| E. | All, Almost all | 0 ( 0%) |

ITEM 4

What percent of time, when the aide is working with you does he/she spend on...?

| | Mean Percentage |
|---|---|
| A. Instructional reinforcement | 87% |
| B. Making materials | 4.3% |
| C. Clerical duties | 0% |
| D. Supervision | 0% |
| E. Other activities | 8.7% |

ITEM 5

What are the three greatest needs in your classroom?

| RANK | NUMBER (% OF RESPONSE) | NEED |
|---|---|---|
| 1 | 4 (44%) | More aid services |
| 2 | 3 (33%) | Educational materials |
| 3 | 1 (11%) | More group work |
| 4 | 1 (11%) | More individualized work |

ITEM 6

What kind of materials do you need?

| RANK | NUMBER (% OF RESPONSE) | NEED |
|---|---|---|
| 1 | 4 (44%) | Toys, games |
| 2 | 3 (33%) | Educational tapes, books, manipulative material |
| 3 | 1 (11%) | Contact paper |

ITEM 7

In what areas would you like to receive inservice training?

| RANK | NUMBER (% OF RESPONSE) | INSERVICE TRAINING |
|---|---|---|
| 1 | 2 (22%) | Aid services |
| 1 | 2 (22%) | Spanish language workshop |
| 3 | 1 (11%) | Language arts |
| 3 | 1 (11%) | Class management |
| 3 | 1 (11%) | Games & activities |
| 3 | 1 (11%) | Title VII Program |
| 3 | 1 (11%) | Individual instruction at K level |

ITEM 8

Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

| | Number (Percentage) of Responses |
|---|---|
| A. Definitely yes | 4 (44%) |
| B. Mostly yes | 3 (33%) |
| C. Undecided, mixed feelings | 1 (11%) |
| D. Mostly no | 0 ( 0%) |
| E. Definitely no | 1 (11%) |

ITEM 9

Has the Title VII Project Staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

| | Number (Percentage) of Responses |
|---|---|
| A. Definitely yes | 2 (22%) |
| B. Mostly yes | 3 (33%) |
| C. Undecided, mixed feelings | 3 (33%) |
| D. Mostly no | 0 ( 0%) |
| E. Definitely no | 1 (11%) |

ITEM 10

How much supervision and help from the Title VII Project staff do you feel you need to organize your classroom for bilingual education?

| | |
|---|---|
| A. Very much | 4 (44%) |
| B. Some | 3 (33%) |
| C. A little | 0 ( 0%) |
| D. Very little | 1 (11%) |
| E. None | 1 (11%) |

ITEM 11

What basis are you using to group students for instruction in either Spanish and English?

| RANK | NUMBER (% OF RESPONSE) | BASIS FOR GROUPING |
|---|---|---|
| 1 | 5 (55%) | English-reading ability |
| 1 | 5 (55%) | Spanish-reading ability |
| 3 | 2 (22%) | James tests |
| 3 | 2 (22%) | Teacher observations |

ITEM 12

How often do the students you teach engage in each of the following activities in Spanish/English?

| | Daily | 1+ per week | Once a week | Once Every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening Activity | 8 (89%) | 1 (11%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 2. Speaking Activity | 9 (100%) | 0 ( 0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 3. Reading Activity | 5 (63%) | 1 (13%) | 0 (0%) | 0 (0%) | 2(24%) |
| 4. Creative Writing Activity | 4 (44%) | 1 (11%) | 0 (0%) | 1(11%) | 1(34%) |

ITEM 13

What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

| RANK | NUMBER (% OF RESPONSES) | METHOD |
|---|---|---|
| 1 | 3 (33%) | Social studies |
| 2 | 1 (11%) | Plays, celebrations |
| 2 | 1 (11%) | Show & tell |
| | 4 (44%) | No response |

ITEM 14

In addition to the regular instructional activities, what other programs/projects/activities make a substantial demand on your time?

| RANK | NUMBER (% OF RESPONSES) | ACTIVITY |
|---|---|---|
| 1 | 2 (22%) | Faculty meetings |
| 1 | 2 (22%) | PTA/Parent meetings |
| 3 | 1 (11%) | Bilingual Project |
| 3 | 1 (11%) | Clerical type work |
| | 5 (55%) | No response |

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ITEM 15

What other comments about the Title VII Project would you like to make?

| RANK | NUMBER (% OF RESPONSES) | COMMENT |
|---|---|---|
| 1 | 2 (22%) | Pleased |
| 1 | 2 (22%) | More Spanish instruction by aide |
| 3 | 1 (11%) | Earlier organization needed |
| 3 | 1 (11%) | More information needed |
|  | 2 (22%) | No response |

# Appendix H

## Instrument Report

## Parent Interview Form

Date/Period of Administration: November, 1974

Population: A Random Sample of Parents of Project Students

Administered by: Title VII Community Representatives

Data Collected by: Title VII Evaluation Staff

## Instrument Description: Parent Interview Form

Brief description of the instrument:

Fourteen items were selected from previous parent interview forms to elicit a range of opinions about the parents' awareness of and support of school activities.

To whom was the instrument administered?

A random sample of parents of project students

How many times was the instrument administered?

Once

When was the instrument administered?

First two weeks in November, 1974

Where was the instrument administered?

In the parents' homes

Who administered the instrument?

Title VII Community Representatives

What training did the administrators have?

Community Representatives received training in the purpose of the interviews and the procedures for conducting them in a half-day workshop.

Was the instrument administered under standardized conditions?

No

Were there problems with the instrument or the administration that might affect the validity of the data?

All self-report instruments are subject to biases. The interviewers were closely involved with the activities being explored in the interviews.

Who developed the instrument?

Title VII Parental Involvement Coordinator and Project Evaluation Staff

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# PARENT INTERVIEW
## FALL, 1974

As part of the evaluation of the Parental Involvement Component of the the Title VII Bilingual Project, a random sample of parents of project students were interviewed in November, 1974, and another sample will be interviewed in April, 1975 to measure the degree of home support for project student's school activities and learning goals and the degree of change in this support as a result of project activities. This report summarizes the findings of the fall interviews. Parents interviewed expressed a general support of and knowledge of their children's school activities and learning goals. Several areas for concentration of effort by the Parental Involvement Component were identified, including recognition of school personnel, communication to parents about the Title VII Bilingual Project, communication among parents about school activities, understanding by parents of bilingual education, and willingness of parents to visit school even when not specifically invited.

## Purpose

One of the objectives of the Title VII Bilingual Project is to increase the home support by project students' parents of their children's learning goals and activities. In order to measure this objective, a random sample of parents of project students will be interviewed in the fall and in the srping.

In addition, areas of need may be identified in which the community representatives might focus their efforts. The two basic evaluation questions to be addressed by these interviews are:

1. As a result of the activities of the Title VII Bilingual Project, did parental attitude toward and knowledge of school activities move in a more positive direction?

2. In what areas of attitude and/or knowledge might the community representatives focus their efforts in attempting to improve parental knowledge levels and attitudes?

## Procedure

The staff of the Office of Research and Evaluation selected a sample of project students and the Title VII community representatives interviewed their parents. The community representatives received training in the purpose of the interviews and the procedures for conducting them. This training was provided by the project's Parental Involvement Coordinator and Evaluator. Discussion and role playing activities were utilized. Interviews were then scheduled by the community representatives and conducted at convenient times in the parents' homes. Parents were able to choose whether to be interviewed in English or in Spanish. Many interviews were completed at night for working parents.

The fall interviews were completed during the first two weeks of November, 1974. The spring interviews will be conducted in April and May, 1975. Baker and Read six grade centers were not represented in the fall interviews since a community representative was not hired until January, 1975 for these two schools. Interviews were conducted when both the mother and father were present if possible; however, in most cases only the mother was available.

## Interview Form

The Parent Interview Form (see Attachment A) was developed by the Office of Research and Evaluation. The 14 items were carefully selected from previous parent interview forms to ensure a range of responses from positive to negative. Items which historically yield over 90% positive responses were not included. Both Spanish and English versions were printed for the convenience of the parents.

## Sampling

Students from kindergarten, third, and sixth grades were selected for this interview project. Classroom rosters were used to randomly select 144 names. The sample was stratified by sex, school, and grade level. The nine community representatives were each furnished a list of 16 students and four alternates in case some parents were inaccessable.

## Results

Table 1 is a project-wide summary of the responses given in the parent interviews. A further breakdown of each item's responses by grade level, school, and parent (mother or father) is included as Attachment B.

Parents interviewed were more familiar with the teacher of their children than with other school personnel. Eighty-four percent of those interviewed knew their child's teacher's name (item 1) and 60% knew the principal's name (item 2); however, only 25% knew the name of the child's bilingual teacher aide (item 3).

Parents interviewed expressed interest in their childrens' school and in providing the child with a supportive learning environment. Eighty-seven percent of the parents interviewed had arranged for a place where their child can do his/her homework (item 4). Sixty-nine percent of the parents felt that they should feel free to visit their children's school at any time (item 5); while 67% had actually visited their child's school this year (item 6). Approximately half of the parents had discussed with other parents things happening in their child's school (item 8).

Parents interviewed also showed concern for their children's performance at school. Over 80% of the parents stated that they always read and discuss letters, notices, and report cards their children bring home from school (item 9). Seventy-one percent of the parents discuss school work often with their child (item 7), and 78% of the parents also agree that letters and notices should be in both English and Spanish (Item 10).

Table 1

## TITLE VII BILINGUAL PROJECT TOTALS FOR ITEMS ON THE PARENT INTERVIEW FORM

| ITEM | NUMBER OF PARENTS | NUMBER RIGHT | NUMBER WRONG |
|---|---|---|---|
| 1. What is ________'s teacher's name? | 129 | 84% | 16% |
| 2. What is ________'s teacher aide's name? | 128 | 20% | 80% |
| 3. What is ________'s principal's name? | 128 | 60% | 40% |

| ITEM | NUMBER OF PARENTS | YES | NO |
|---|---|---|---|
| 4. Have you and _____ arranged for a place where he/she can do his/her homework? | 127 | 87% | 13% |
| 5. Do you think parents should visit their children's school only when asked to come by the principal, counselor or teacher? | 190 | 31% | 69% |
| 6. Have you visited ______'s school this year? (since August, 1974?) | 196 | 67% | 33% |
| 8. Have you discussed with other parents things happening in ______'s school this year? | 184 | 49% | 51% |
| 10. Do you think letters and notices from ______'s school should be in both English and Spanish? | 200 | 78% | 22% |
| 14. Prior to today, has _____'s school informed you about the bilingual program and what it is doing? | 191 | 63% | 37% |

| ITEM | NUMBER OF PARENTS | ALWAYS | MOST OF THE TIME | SOME-TIMES | NEVER |
|---|---|---|---|---|---|
| 9. Do you read the letters and notices sent home by ______'s school? | 207 | 83% | 13% | 3% | 1% |
| 11. Do you discuss _____'s report cards with him/her? | 192 | 84% | 8% | 3% | 5% |

| ITEM | NUMBER OF PARENTS | VERY WELL | SOME | VERY LITTLE | NOT AT ALL |
|---|---|---|---|---|---|
| 12. How well do you feel you understand Bilingual Education? | 194 | 39% | 38% | 14% | 9% |
| 13. How much do you approve of bilingual edcuation for______? | 188 | 90% | 9% | 0% | 1% |

| ITEM | NUMBER OF PARENTS | OFTEN | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|
| 7. How often do you discuss ________'s school work with him/her? | 198 | 71% | 25% | 1% | 3% |

Parents interviewed showed a positive attitude toward bilingual education. Ninety percent approved of bilingual education (item 13). Only 23% responded they knew nothing or little about bilingual education; whereas, 77% felt that they knew some or very much (item 12). Sixty-three percent of the parents said that the school had provided them with information on the bilingual program (item 14); however, 37% had not received any prior information.

## Conclusions

The first evaluation question can be answered only after the interviews have been completed in the spring. However, at this time, it is clear that the parents are expressing a general support of and knowledge of their childrens' school activities.

The second evaluation question sought to identify areas in which the parental involvement component might focus during the remainder of the year. Certainly, knowledge of each child's teacher, principal, and aide could improve. Also, 31% of the parents expressed the feeling that they should visit school only when asked, and 33% had not visited the school this year. Only half of the parents had discussed with other parents the things happening in school. Most importantly for the Title VII Bilingual Project, 37% had not received communication about the project, and 23% did not feel that they understood bilingual education. These areas could become high priority for the parental involvement component.

## ATTACHMENT A Parent Interview Forms

AUSTIN INDEPENDENT SCHOOL DISTRICT
1974-1975 Bilingual Project

### Entrevista de Padres

Escuela Representada: ____________________ Fecha: __________________

Nombre del estudiante: ___________________ Entrevistador: _________________

1. ¿Cómo se llama la(el) maestra(o) de ____________________?

2. ¿Cómo se llama la(el) ayudante de la(el) maestra(o) de ________________?

3. ¿Cómo se llama la(el) principal de la escuela de _________________?

4. ¿Ha arreglado usted con ___________________ un lugar en la casa donde ella(el) pueda sentarse a hacer su tarea?

   ___Sí ___No

5. ¿Cree usted que los padres deben visitar la escuela de sus niños solamente cuando lo pide la(el) principal, la(el) consejera(o) o la(el) maestra(o)?

   Madre: ___ Sí ___No

   Padre: ___ Sí ___No

6. ¿Ha visitado usted la escuela de _____________ desde Agosto 1974?

   Madre: ___Sí ___No

   Padre: ___Sí ___No

7. ¿Cuántas veces discute usted la tarea escolar con ________________?

   Madre: ___Con frecuencia ___Algunas veces ___Casi nunca ___Nunca

   Padre: ___Con frecuencia ___Algunas veces ___Casi nunca ___Nunca

8. ¿Discute usted con otros padres las actividades o eventos que pasan en la escuela _______________?

   Madre: ___Sí ___No

   Padre: ___Sí ___No

9. ¿Lee usted las notas o cartas que le mandan de la escuela de ______________?

   Madre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

   Padre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

10. ¿Piensa usted que las notas y cartas de la escuela de _______________ deben ser escritas en español e inglés?

Madre: ___Sí ___No

Padre: ___Sí ___No

11. ¿Discute usted las calificaciones (el reporte) de la escuela con _____________?

Madre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

Padre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

12. ¿Cree usted que comprende lo que es la educación bilingue?

Madre: ____muy bien ____bien ____muy poco ___nada

Padre: ____muy bien ____bien ____muy poco ___nada

13. ¿Cuánto le gusta a usted la educación bilingue para ______________?

Madre: ____mucho ____bastante ____muy poco ____nada

Padre: ____mucho ____bastante ____muy poco ____nada

14. ¿Antes de hoy, le ha mandado la escuela de ______________ informes acerca del programa bilingue y las actividades de este programa?

Madre: ___Sí ___No

Padre: ___Sí ___No

AUSTIN INDEPENDENT SCHOOL DISTRICT
1974-1975 Bilingual Projects

## PARENT INTERVIEW

SCHOOL ______________________________ DATE ____________________

STUDENT ______________________________ INTERVIEWER ____________________

1. What is ______________'s teacher's name? ____________________

2. What is ______________'s teacher aide's name? ____________________

3. What is ______________'s principal's name? ____________________

4. Have you and ________________ arranged for a place where he/she can do his/her homework?

   _____Yes _____No

5. Do you think parents should visit their children's school only when asked to come by the principal, counselor, or teacher?

   Mother: _____Yes _____No

   Father: _____Yes _____No

6. Have you visited ______________'s school this year (since August, 1974)?

   Mother: _____Yes _____No

   Father: _____Yes _____No

7. How often do you discuss ___________'s school work with him/her?

   Mother: _____Often _____Sometimes _____Seldom _____Never

   Father: _____Often _____Sometimes _____Seldom _____Never

8. Have you discussed with other parents things happening in ___________'s school this year?

   Mother: _____Yes _____No

   Father: _____Yes _____No

9. Do you read the letters and notices sent home by ______________'s school?

Mother: ____ Always ____ Most of the time ____ Sometimes ____ Never

Father: ____ Always ____ Most of the time ____ Sometimes ____ Never

10. Do you think letters and notices from ___________'s school should be in both English and Spanish?

Mother ____ Yes ____ No

Father: ____ Yes ____ no

11. Do you discuss ____________'s report cards with him/her?

Mother: ____ Always ____ Most of the time ____ Sometimes ____ Never

Father: ____ Always ____ Most of the time ____ Sometimes ____ Never

12. How well do you feel you understand bilingual education?

Mother: ____ Very well ____ Some ____ Very little ____ Not at all

Father: ____ Very well ____ Some ____ Very little ____ Not at all

13. How much do you approve of bilingual education for _______________?

Mother: ____ Very much ____ Some ____ Very little ____ Not at all

Father: ____ Very much ____ Some ____ Very little ____ Not at all

14. Prior to today, has ______'s school informed you about the bilingual program and what it is doing?

Mother: ____ Yes ____ No

Father: ____ Yes ____ No

How were you informed?

# ATTACHMENT B

## Analysis by School and Grade Level

## Fall, 1974 Parent Interviews

183

1. What is ____________'s teacher's name?

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| A | K | 7 | 88% | 1 | 12% | 8 |
| | 3rd | 6 | 75% | 2 | 25% | 8 |
| | Total | 13 | 81% | 3 | 19% | 16 |
| B | K | 3 | 75% | 1 | 25% | 4 |
| | 3rd | 3 | 43% | 4 | 57% | 7 |
| | Total | 6 | 55% | 5 | 45% | 11 |
| C | K | 6 | 86% | 1 | 14% | 7 |
| | 3rd | 8 | 89% | 1 | 11% | 9 |
| | Total | 14 | 88% | 2 | 12% | 16 |
| D | K | 8 | 100% | 0 | 0% | 8 |
| | 3rd | 7 | 88% | 1 | 12% | 8 |
| | Total | 15 | 94% | 1 | 6% | 16 |
| E | K | 3 | 75% | 1 | 25% | 4 |
| | 3rd | 8 | 100% | 0 | 0% | 8 |
| | Total | 11 | 92% | 1 | 8% | 12 |
| F | K | 3 | 75% | 1 | 25% | 4 |
| | 3rd | 5 | 83% | 1 | 17% | 6 |
| | Total | 8 | 80% | 2 | 20% | 10 |
| G | K | 2 | 100% | 0 | 0% | 2 |
| H | K | 3 | 75% | 1 | 25% | 4 |
| I | K | 7 | 100% | 0 | 0% | 7 |
| J | K | 4 | 100% | 0 | 0% | 4 |

ITEM 1 - cont.

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| K | 6th | 7 | 88% | 1 | 12% | 8 |
| L | 6th | 6 | 100% | 0 | 0% | 6 |
| M | 6th | 6 | 75% | 2 | 25% | 8 |
| N | 6th | 6 | 75% | 2 | 25% | 8 |
| Total | K | 46 | 88% | 6 | 12% | 52 |
| Total | 3rd | 37 | 79% | 10 | 21% | 47 |
| Total | 6th | 25 | 83% | 5 | 17% | 30 |
| Grand Total | K,3, 6 | 108 | 84% | 21 | 16% | 129 |

2. What is __________'s teacher aide's name?

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| A | K | 4 | 50% | 4 | 50% | 8 |
|  | 3 | 1 | 12% | 7 | 88% | 8 |
|  | Total | 5 | 31% | 11 | 69% | 16 |
| B | K | 1 | 25% | 3 | 75% | 4 |
|  | 3 | 2 | 29% | 5 | 71% | 7 |
|  | Total | 3 | 38% | 8 | 62% | 11 |
| C | K | 0 | 0% | 7 | 100% | 7 |
|  | 3 | 1 | 11% | 8 | 89% | 9 |
|  | Total | 1 | 6% | 15 | 94% | 16 |
| D | K | 3 | 37% | 5 | 63% | 8 |
|  | 3 | 2 | 25% | 6 | 75% | 8 |
|  | Total | 5 | 31% | 11 | 69% | 16 |
| E | K | 1 | 25% | 3 | 75% | 4 |
|  | 3 | 3 | 37% | 5 | 63% | 8 |
|  | Total | 4 | 33% | 8 | 67% | 12 |
| F | K | 0 | 0% | 4 | 100% | 4 |
|  | 3 | 1 | 17% | 5 | 83% | 6 |
|  | Total | 1 | 10% | 9 | 90% | 10 |
| G | K | 0 | 0% | 2 | 100% | 2 |
| H | K | 1 | 25% | 3 | 75% | 4 |
| I | K | 1 | 14% | 6 | 86% | 7 |
| J | K | 0 | 0% | 4 | 100% | 4 |

ITEM 2 - cont.

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| K | 6 | 2 | 25% | 6 | 75% | 8 |
| L | 6<br>6 | 3<br>3 | 50%<br>50% | 3<br>3 | 50%<br>50% | 6<br>6 |
| M | 6 | 1 | 13% | 7 | 87% | 8 |
| N | 6 | 0 | 0% | 8 | 100% | 8 |
| Total | K | 11 | 21% | 41 | 79% | 52 |
| Total | 3 | 9 | 20% | 37 | 80% | 46 |
| Total | 6 | 6 | 20% | 24 | 80% | 30 |
| Grand Total | K, 3, 6 | 26 | 20% | 102 | 80% | 128 |

13. What is ______________'s principal's name?

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| A | K | 3 | 37% | 5 | 63% | 8 |
| | 3 | 5 | 63% | 3 | 37% | 8 |
| | Total | 8 | 50% | 8 | 50% | 16 |
| B | K | 2 | 50% | 2 | 50% | 4 |
| | 3 | 4 | 57% | 3 | 43% | 7 |
| | Total | 6 | 55% | 5 | 45% | 11 |
| C | K | 6 | 86% | 1 | 14% | 7 |
| | 3 | 8 | 89% | 1 | 11% | 9 |
| | Total | 14 | 88% | 2 | 12% | 16 |
| D | K | 6 | 75% | 2 | 25% | 8 |
| | 3 | 3 | 37% | 5 | 63% | 8 |
| | Total | 9 | 56% | 7 | 44% | 16 |
| E | K | 4 | 100% | 0 | 0% | 4 |
| | 3 | 8 | 100% | 0 | 0% | 8 |
| | Total | 12 | 100% | 0 | 0% | 12 |
| F | K | 2 | 50% | 2 | 50% | 4 |
| | 3 | 5 | 83% | 1 | 17% | 6 |
| | Total | 7 | 70% | 3 | 30% | 10 |
| G | K | 0 | 0% | 2 | 100% | 2 |
| H | K | 3 | 75% | 1 | 25% | 4 |
| I | K | 5 | 71% | 2 | 29% | 7 |
| J | K | 2 | 50% | 2 | 50% | 4 |

ITEM 3 - cont.

| SCHOOL | GRADE | NO. RIGHT | % | NO. WRONG | % | TOTAL |
|---|---|---|---|---|---|---|
| K | 6 | 5 | 63% | 3 | 37% | 8 |
| L | 6 | 3 | 50% | 3 | 50% | 6 |
| M | 6 | 1 | 13% | 7 | 88% | 8 |
| N | 6 | 2 | 25% | 6 | 75% | 8 |
| Total | K | 33 | 63% | 19 | 37% | 52 |
| Total | 3 | 33 | 72% | 13 | 28% | 46 |
| Total | 6 | 11 | 37% | 19 | 63% | 30 |
| Grand Total | K,3,6 | 77 | 60% | 51 | 40% | 128 |

4. Have you and ________ arranged for a place where he/she can do his/her homework?

____ Yes ____ No

Positive Response: Yes

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES | | NO | |
|---|---|---|---|---|---|---|---|
| | | | | NUMBER | % | NUMBER | % |
| A | K | Mother<br>Father<br>Both | 8 | 6 | 75% | 2 | 25% |
| | 3rd | Mother<br>Father<br>Both | 8 | 7 | 88% | 1 | 12% |
| B | K | Mother<br>Father<br>Both | 4 | 3 | 75% | 1 | 25% |
| | 3rd | Mother<br>Father<br>Both | 7 | 7 | 100% | 0 | 0% |
| C | K | Mother<br>Father<br>Both | 8 | 7 | 88% | 1 | 12% |
| | 3rd | Mother<br>Father<br>Both | 8 | 7 | 88% | 1 | 12% |
| D | K | Mother<br>Father<br>Both | 8 | 5 | 63% | 3 | 37% |
| | 3rd | Mother<br>Father<br>Both | 8 | 7 | 88% | 1 | 12% |
| E | K | Mother<br>Father<br>Both | 8 | 8 | 100% | 0 | 0% |
| | 3rd | Mother<br>Father<br>Both | 4 | 4 | 100% | 0 | 0% |
| F | K | Mother<br>Father<br>Both | 5 | 2 | 40% | 3 | 60% |
| | 3rd | Mother<br>Father<br>Both | 5 | 5 | 100% | 0 | 0% |

Cont.

Item 4 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES | | NO | |
|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % |
| G | K | Mother<br>Father<br>Both | 2 | 2 | 100% | 0 | 0% |
| H | K | Mother<br>Father<br>Both | 4 | 4 | 100% | 0 | 0% |
| I | K | Mother<br>Father<br>Both | 7 | 6 | 86% | 1 | 14% |
| J | K | Mother<br>Father<br>Both | 4 | 3 | 75% | 1 | 25% |
| K | 6th | Mother<br>Father<br>Both | 8 | 8 | 100% | 0 | 0% |
| L | 6th | Mother<br>Father<br>Both | 5 | 5 | 100% | 0 | 0% |
| M | 6th | Mother<br>Father<br>Both | 8 | 8 | 100% | 0 | 0% |
| N | 6th | Mother<br>Father<br>Both | 8 | 7 | 88% | 1 | 12% |
| Total | K | Both | 58 | 46 | 79% | 12 | 21% |
| Total | 3rd | Both | 40 | 37 | 93% | 3 | 7% |
| Total | 6th | Both | 29 | 28 | 97% | 1 | 3% |
| Grand Total | K,3,6 | Both | 127 | 111 | 87% | 16 | 13% |

5. Do you think parents should visit their children's school only when asked to come by the principal, counselor, or teacher?

Mother ___ Yes ___ No
Father ___ Yes ___ No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES |  | NO |  |
|---|---|---|---|---|---|---|---|
|  |  |  |  | NUMBER | % | NUMBER | % |
| A | K | Mother | 8 | 1 | 13% | 7 | 77% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% |
|  |  | Both | 14 | 2 | 14% | 12 | 86% |
|  | 3rd | Mother | 8 | 3 | 38% | 5 | 62% |
|  |  | Father | 3 | 2 | 67% | 1 | 33% |
|  |  | Both | 11 | 5 | 45% | 6 | 55% |
| B | K | Mother | 4 | 1 | 25% | 3 | 75% |
|  |  | Father | 1 | 0 | 0% | 1 | 100% |
|  |  | Both | 5 | 1 | 20% | 4 | 80% |
|  | 3rd | Mother | 7 | 2 | 29% | 5 | 71% |
|  |  | Father | 2 | 0 | 0% | 2 | 100% |
|  |  | Both | 9 | 2 | 22% | 7 | 78% |
| C | K | Mother | 8 | 2 | 25% | 6 | 75% |
|  |  | Father | 3 | 1 | 33% | 2 | 67% |
|  |  | Both | 11 | 3 | 27% | 8 | 73% |
|  | 3rd | Mother | 8 | 1 | 13% | 7 | 87% |
|  |  | Father | 7 | 2 | 29% | 5 | 71% |
|  |  | Both | 15 | 3 | 20% | 12 | 80% |
| D | K | Mother | 8 | 4 | 50% | 4 | 50% |
|  |  | Father | 4 | 3 | 75% | 1 | 25% |
|  |  | Both | 12 | 7 | 58% | 5 | 42% |
|  | 3rd | Mother | 8 | 1 | 13% | 7 | 77% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% |
|  |  | Both | 14 | 2 | 86% | 12 | 14% |
| E | K | Mother | 8 | 3 | 38% | 5 | 62% |
|  |  | Father | 8 | 3 | 38% | 5 | 62% |
|  |  | Both | 16 | 6 | 38% | 10 | 62% |
|  | 3rd | Mother | 4 | 1 | 25% | 3 | 75% |
|  |  | Father | 3 | 1 | 33% | 2 | 67% |
|  |  | Both | 7 | 2 | 29% | 5 | 71% |
| F | K | Mother | 5 | 1 | 20% | 4 | 80% |
|  |  | Father | 3 | 0 | 0% | 3 | 100% |
|  |  | Both | 8 | 1 | 13% | 7 | 87% |
|  | 3rd | Mother | 5 | 0 | 0% | 5 | 100% |
|  |  | Father | 2 | 0 | 0% | 2 | 100% |
|  |  | Both | 7 | 0 | 0% | 7 | 100% |

Item 5 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES NO. | YES % | NO NO. | NO % |
|---|---|---|---|---|---|---|---|
| G | K | Mother | 2 | 2 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 2 | 2 | 100% | 0 | 0% |
| H | K | Mother | 4 | 2 | 50% | 2 | 50% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 2 | 50% | 2 | 50% |
| I | K | Mother | 7 | 1 | 14% | 6 | 86% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 7 | 1 | 14% | 6 | 86% |
| J | K | Mother | 4 | 1 | 25% | 3 | 75% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 1 | 25% | 3 | 75% |
| K | 6th | Mother | 7 | 6 | 86% | 1 | 14% |
| | | Father | 3 | 2 | 67% | 1 | 33% |
| | | Both | 10 | 8 | 80% | 2 | 20% |
| L | 6th | Mother | 5 | 1 | 20% | 4 | 80% |
| | | Father | 5 | 1 | 20% | 4 | 80% |
| | | Both | 10 | 2 | 20% | 8 | 80% |
| M | 6th | Mother | 8 | 2 | 25% | 6 | 75% |
| | | Father | 7 | 3 | 43% | 4 | 57% |
| | | Both | 15 | 5 | 33% | 10 | 67% |
| N | 6th | Mother | 6 | 2 | 33% | 4 | 67% |
| | | Father | 3 | 1 | 33% | 2 | 67% |
| | | Both | 9 | 3 | 33% | 6 | 67% |
| Total | K | Mother | 58 | 18 | 31% | 40 | 69% |
| | | Father | 25 | 8 | 32% | 17 | 68% |
| | | Both | 83 | 26 | 31% | 57 | 69% |
| Total | 3rd | Mother | 40 | 8 | 20% | 32 | 80% |
| | | Father | 23 | 6 | 26% | 17 | 74% |
| | | Both | 63 | 14 | 22% | 49 | 78% |
| Total | 6th | Mother | 26 | 11 | 42% | 15 | 58% |
| | | Father | 18 | 7 | 39% | 11 | 61% |
| | | Both | 44 | 28 | 41% | 26 | 59% |
| Grand Total | K,3,6 | Mother | 124 | 37 | 30% | 87 | 70% |
| | | Father | 66 | 25 | 32% | 45 | 68% |
| | | Both | 190 | 62 | 31% | 132 | 69% |

6. Have you visited __________'s school this year (since August, 1974)?

Mother _____ Yes _____ No
Father _____ Yes _____ No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES NUMBER | YES % | NO NUMBER | NO % |
|---|---|---|---|---|---|---|---|
| A | K | Mother | 8 | 1 | 13% | 7 | 87% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% |
|  |  | Both | 14 | 2 | 12% | 12 | 88% |
|  | 3rd | Mother | 8 | 4 | 50% | 4 | 50% |
|  |  | Father | 3 | 2 | 67% | 1 | 33% |
|  |  | Both | 11 | 6 | 55% | 5 | 45% |
| B | K | Mother | 4 | 3 | 75% | 1 | 25% |
|  |  | Father | 1 | 1 | 100% | 0 | 0% |
|  |  | Both | 5 | 4 | 80% | 1 | 20% |
|  | 3rd | Mother | 7 | 6 | 86% | 1 | 14% |
|  |  | Father | 3 | 0 | 0% | 3 | 100% |
|  |  | Both | 10 | 6 | 60% | 4 | 40% |
| C | K | Mother | 8 | 8 | 100% | 0 | 0% |
|  |  | Father | 4 | 3 | 75% | 1 | 25% |
|  |  | Both | 12 | 11 | 92% | 1 | 8% |
|  | 3rd | Mother | 8 | 8 | 100% | 0 | 0% |
|  |  | Father | 7 | 3 | 43% | 4 | 57% |
|  |  | Both | 15 | 11 | 73% | 4 | 27% |
| D | K | Mother | 8 | 5 | 63% | 3 | 37% |
|  |  | Father | 4 | 1 | 25% | 3 | 75% |
|  |  | Both | 12 | 6 | 50% | 6 | 50% |
|  | 3rd | Mother | 8 | 8 | 100% | 0 | 0% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% |
|  |  | Both | 14 | 9 | 64% | 5 | 36% |
| E | K | Mother | 8 | 7 | 88% | 1 | 12% |
|  |  | Father | 8 | 7 | 88% | 1 | 12% |
|  |  | Both | 16 | 14 | 88% | 2 | 12% |
|  | 3rd | Mother | 4 | 3 | 75% | 1 | 25% |
|  |  | Father | 3 | 3 | 100% | 0 | 0% |
|  |  | Both | 7 | 6 | 86% | 1 | 14% |
| F | K | Mother | 5 | 4 | 80% | 1 | 20% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% |
|  |  | Both | 7 | 6 | 86% | 1 | 14% |
|  | 3rd | Mother | 5 | 4 | 80% | 1 | 20% |
|  |  | Father | 2 | 1 | 50% | 1 | 50% |
|  |  | Both | 7 | 5 | 71% | 2 | 29% |

Item 6 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES |  | NO |  |
|---|---|---|---|---|---|---|---|
|  |  |  |  | NO. | % | NO. | % |
| G | K | Mother | 2 | 1 | 50% | 1 | 50% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% |
|  |  | Both | 2 | 1 | 50% | 1 | 50% |
| H | K | Mother | 4 | 4 | 100% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% |
|  |  | Both | 4 | 4 | 100% | 0 | 0% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 7 | 100% | 0 | 0% |
| J | K | Mother | 4 | 4 | 100% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% |
|  |  | Both | 4 | 4 | 100% | 0 | 0% |
| K | 6th | Mother | 8 | 7 | 88% | 1 | 12% |
|  |  | Father | 2 | 1 | 50% | 1 | 50% |
|  |  | Both | 10 | 8 | 80% | 2 | 20% |
| L | 6th | Mother | 5 | 5 | 100% | 0 | 0% |
|  |  | Father | 5 | 2 | 40% | 3 | 60% |
|  |  | Both | 10 | 7 | 70% | 3 | 30% |
| M | 6th | Mother | 8 | 6 | 75% | 2 | 25% |
|  |  | Father | 7 | 1 | 14% | 6 | 86% |
|  |  | Both | 15 | 7 | 47% | 8 | 53% |
| N | 6th | Mother | 8 | 5 | 63% | 3 | 37% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% |
|  |  | Both | 14 | 6 | 43% | 8 | 57% |
| Total | K | Mother | 58 | 44 | 76% | 14 | 24% |
|  |  | Father | 25 | 15 | 60% | 10 | 40% |
|  |  | Both | 83 | 59 | 71% | 24 | 29% |
| Total | 3 | Mother | 40 | 33 | 83% | 7 | 17% |
|  |  | Father | 24 | 10 | 42% | 14 | 58% |
|  |  | Both | 64 | 43 | 67% | 21 | 33% |
| Total | 6th | Mother | 29 | 23 | 79% | 6 | 21% |
|  |  | Father | 20 | 5 | 25% | 15 | 75% |
|  |  | Both | 49 | 28 | 57% | 21 | 43% |
| Grand Total | K,3,6 | Mother | 127 | 100 | 79% | 27 | 21% |
|  |  | Father | 69 | 30 | 43% | 39 | 57% |
|  |  | Both | 196 | 130 | 67% | 66 | 33% |

7. How often do you discuss ___________'s school work with him/her?

Mother: ___ Often ___Sometimes ___Seldom ___ Never
Father: ___ Often ___Sometimes ___Seldom ___ Never

Positive Response: Often

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | OFTEN | | SOMETIMES | | SELDOM | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| A | K | Mother | 8 | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 12% |
| | | Father | 6 | 4 | 66% | 1 | 17% | 0 | 0% | 1 | 17% |
| | | Both | 14 | 11 | 79% | 1 | 7% | 0 | 0% | 2 | 14% |
| | 3 | Mother | 8 | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 1 | 33% | 2 | 66% | 0 | 0% | 0 | 0% |
| | | Both | 11 | 7 | 64% | 4 | 36% | 0 | 0% | 0 | 0% |
| B | K | Mother | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 5 | 4 | 80% | 1 | 100% | 0 | 0% | 0 | 0% |
| | 3 | Mother | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 9 | 90% | 1 | 10% | 0 | 0% | 0 | 0% |
| C | K | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 1 | 25% | 3 | 75% | 0 | 0% | 0 | 0% |
| | | Both | 12 | 8 | 67% | 4 | 33% | 0 | 0% | 0 | 0% |
| | 3 | Mother | 8 | 4 | 50% | 4 | 50% | 0 | 0% | 0 | 0% |
| | | Father | 8 | 4 | 50% | 4 | 50% | 0 | 0% | 0 | 0% |
| | | Both | 16 | 8 | 50% | 8 | 50% | 0 | 0% | 0 | 0% |
| D | K | Mother | 8 | 4 | 50% | 3 | 38% | 0 | 0% | 1 | 12% |
| | | Father | 2 | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% |
| | | Both | 10 | 4 | 40% | 4 | 40% | 0 | 0% | 2 | 20% |
| | 3 | Mother | 8 | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 12% |
| | | Father | 6 | 3 | 50% | 1 | 17% | 1 | 17% | 1 | 17% |
| | | Both | 14 | 10 | 71% | 1 | 7% | 1 | 7% | 2 | 15% |
| E | K | Mother | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| | | Father | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| | | Both | 14 | 12 | 86% | 2 | 14% | 0 | 0% | 0 | 0% |
| | 3 | Mother | 4 | 1 | 25% | 3 | 75% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 1 | 33% | 2 | 67% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 2 | 29% | 5 | 71% | 0 | 0% | 0 | 0% |
| F | K | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3 | Mother | 5 | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% |
| | | Father | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% |
| | | Both | 8 | 5 | 63% | 2 | 25% | 1 | 12% | 0 | 0% |

ITEM 7 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | OFTEN | | SOMETIMES | | SELDOM | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| G | K | Mother | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| H | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| J | K | Mother | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| K | 6th | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 9 | 90% | 1 | 10% | 0 | 0% | 0 | 0% |
| L | 6th | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 5 | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 8 | 80% | 2 | 20% | 0 | 0% | 0 | 0% |
| M | 6th | Mother | 7 | 5 | 71% | 2 | 29% | 0 | 0% | 0 | 0% |
| | | Father | 7 | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% |
| | | Both | 14 | 9 | 64% | 5 | 36% | 0 | 0% | 0 | 0% |
| N | 6th | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 11 | 11 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | K | Mother | 59 | 48 | 81% | 9 | 15% | 0 | 0% | 2 | 4% |
| | | Father | 24 | 14 | 58% | 8 | 33% | 0 | 0% | 2 | 9% |
| | | Both | 83 | 62 | 75% | 17 | 20% | 0 | 0% | 4 | 5% |
| Total | 3 | Mother | 42 | 27 | 64% | 13 | 32% | 1 | 2% | 1 | 2% |
| | | Father | 28 | 14 | 50% | 12 | 42% | 1 | 4% | 1 | 4% |
| | | Both | 70 | 41 | 59% | 25 | 35% | 2 | 3% | 2 | 3% |
| Total | 6 | Mother | 27 | 24 | 89% | 3 | 11% | 0 | 0% | 0 | 0% |
| | | Father | 18 | 13 | 72% | 5 | 28% | 0 | 0% | 0 | 0% |
| | | Both | 45 | 37 | 82% | 8 | 18% | 0 | 0% | 0 | 0% |
| Grand Total | K,3,6 | Mother | 128 | 99 | 77% | 25 | 20% | 1 | 1% | 3 | 2% |
| | | Father | 70 | 41 | 59% | 25 | 36% | 1 | 1% | 3 | 4% |
| | | Both | 198 | 140 | 71% | 50 | 25% | 2 | 1% | 6 | 3% |

8. Have you discussed with other parents things happening in ___________'s school this year?

Mother _____ Yes _____ No
Father _____ Yes _____ No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES | | NO | |
|---|---|---|---|---|---|---|---|
| | | | | NUMBER | % | NUMBER | % |
| A | K | Mother | 8 | 7 | 88% | 1 | 12% |
| | | Father | 5 | 2 | 40% | 3 | 60% |
| | | Both | 13 | 9 | 69% | 4 | 31% |
| | 3rd | Mother | 8 | 5 | 63% | 3 | 37% |
| | | Father | 3 | 1 | 33% | 2 | 67% |
| | | Both | 11 | 6 | 55% | 5 | 45% |
| B | K | Mother | 4 | 1 | 25% | 3 | 75% |
| | | Father | 1 | 1 | 100% | 0 | 0% |
| | | Both | 8 | 3 | 38% | 5 | 62% |
| | 3rd | Mother | 6 | 2 | 33% | 4 | 67% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 8 | 3 | 38% | 5 | 62% |
| C | K | Mother | 8 | 6 | 75% | 2 | 25% |
| | | Father | 4 | 0 | 0% | 4 | 100% |
| | | Both | 12 | 6 | 50% | 6 | 50% |
| | 3rd | Mother | 8 | 5 | 63% | 3 | 37% |
| | | Father | 7 | 1 | 14% | 6 | 86% |
| | | Both | 15 | 6 | 40% | 9 | 60% |
| D | K | Mother | 8 | 2 | 25% | 6 | 75% |
| | | Father | 4 | 1 | 25% | 3 | 75% |
| | | Both | 12 | 3 | 25% | 9 | 75% |
| | 3rd | Mother | 7 | 4 | 57% | 3 | 43% |
| | | Father | 5 | 1 | 20% | 4 | 80% |
| | | Both | 12 | 5 | 42% | 7 | 58% |
| E | K | Mother | 8 | 4 | 50% | 4 | 50% |
| | | Father | 8 | 4 | 50% | 4 | 50% |
| | | Both | 16 | 8 | 50% | 8 | 50% |
| | 3rd | Mother | 4 | 1 | 25% | 3 | 75% |
| | | Father | 3 | 1 | 33% | 2 | 67% |
| | | Both | 7 | 2 | 29% | 5 | 71% |
| F | K | Mother | 5 | 2 | 40% | 3 | 60% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 7 | 3 | 43% | 4 | 57% |
| | 3rd | Mother | 5 | 2 | 40% | 3 | 60% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 7 | 3 | 43% | 4 | 57% |

ITEM 8 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES NUMBER | YES % | NO NUMBER | NO % |
|---|---|---|---|---|---|---|---|
| G | K | Mother | 2 | 1 | 50% | 1 | 50% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 2 | 1 | 50% | 1 | 50% |
| H | K | Mother | 4 | 3 | 75% | 1 | 25% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 3 | 75% | 1 | 25% |
| I | K | Mother | 7 | 5 | 71% | 2 | 29% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 7 | 5 | 71% | 2 | 29% |
| J | K | Mother | 4 | 4 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% |
| K | 6th | Mother | 8 | 4 | 50% | 4 | 50% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 8 | 4 | 50% | 4 | 50% |
| L | 6th | Mother | 5 | 4 | 80% | 1 | 20% |
| | | Father | 5 | 2 | 40% | 3 | 60% |
| | | Both | 10 | 6 | 60% | 4 | 40% |
| M | 6th | Mother | 8 | 3 | 38% | 5 | 62% |
| | | Father | 7 | 2 | 29% | 5 | 71% |
| | | Both | 15 | 5 | 33% | 10 | 67% |
| N | 6th | Mother | 8 | 2 | 25% | 6 | 75% |
| | | Father | 1 | 0 | 0% | 1 | 100% |
| | | Both | 9 | 2 | 22% | 7 | 78% |
| Total | K | Mother | 58 | 35 | 60% | 23 | 40% |
| | | Father | 24 | 9 | 38% | 15 | 62% |
| | | Both | 82 | 44 | 54% | 38 | 46% |
| Total | 3rd | Mother | 38 | 19 | 50% | 19 | 50% |
| | | Father | 22 | 6 | 27% | 16 | 73% |
| | | Both | 60 | 25 | 42% | 35 | 58% |
| Total | 6th | Mother | 29 | 13 | 45% | 16 | 55% |
| | | Father | 13 | 8 | 62% | 5 | 38% |
| | | Both | 42 | 21 | 50% | 21 | 50% |
| Grand Total | K, 3, 6 | Mother | 125 | 67 | 54% | 58 | 46% |
| | | Father | 59 | 23 | 39% | 36 | 61% |
| | | Both | 184 | 90 | 49% | 94 | 51% |

9. Do you read the letters and notices sent home by __________'s school?

Mother:_____ Always _____ Most of the time ____ Sometimes ____Never

Father:_____ Always _____ Most of the time ____ Sometimes ____Never

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | ALWAYS | | MOST OF THE TIME | | SOME-TIMES | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| A | K | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 8 | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 12% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 11 | 10 | 91% | 0 | 0% | 0 | 0% | 1 | 9% |
| B | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| C | K | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 1 | 25% | 1 | 25% | 2 | 50% | 0 | 0% |
| | | Both | 12 | 9 | 75% | 1 | 8% | 2 | 17% | 0 | 0% |
| | 3rd | Mother | 8 | 7 | 88% | 0 | 0% | 1 | 12% | 0 | 0% |
| | | Father | 7 | 3 | 43% | 1 | 14% | 3 | 43% | 0 | 0% |
| | | Both | 15 | 10 | 67% | 1 | 6% | 4 | 27% | 0 | 0% |
| D | K | Mother | 8 | 7 | 88% | 0 | 0% | 1 | 12% | 0 | 0% |
| | | Father | 4 | 2 | 50% | 0 | 0% | 1 | 25% | 1 | 25% |
| | | Both | 12 | 9 | 75% | 0 | 0% | 2 | 17% | 1 | 8% |
| | 3rd | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 5 | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% |
| | | Both | 13 | 12 | 92% | 0 | 0% | 0 | 0% | 1 | 8% |
| E | K | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 16 | 16 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| F | K | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |

ITEM 9 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | ALWAYS | | MOST OF THE TIME | | SOME-TIMES | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| G | K | Mother | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| H | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| J | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| K | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% |
| | | Both | 11 | 10 | 91% | 0 | 0% | 1 | 9% | 0 | 0% |
| L | 6th | Mother | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 1 | 17% | 2 | 33% | 2 | 33% | 1 | 17% |
| | | Both | 12 | 7 | 58% | 2 | 17% | 2 | 17% | 1 | 8% |
| M | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 8 | 4 | 50% | 0 | 0% | 4 | 5% | 0 | 0% |
| | | Both | 16 | 12 | 75% | 0 | 0% | 4 | 25% | 0 | 0% |
| N | 6th | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
| | | Father | 5 | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% |
| | | Both | 13 | 10 | 77% | 3 | 23% | 0 | 0% | 0 | 0% |
| Total | K | Mother | 58 | 57 | 98% | 1 | 2% | 0 | 0% | 0 | 0% |
| | | Father | 25 | 19 | 76% | 5 | 21% | 0 | 0% | 1 | 3% |
| | | Both | 83 | 76 | 92% | 6 | 7% | 0 | 0% | 1 | 1% |
| Total | 3rd | Mother | 41 | 37 | 90% | 3 | 7% | 0 | 0% | 1 | 3% |
| | | Father | 26 | 20 | 77% | 5 | 19% | 0 | 0% | 1 | 4% |
| | | Both | 67 | 57 | 85% | 8 | 12% | 0 | 0% | 2 | 3% |
| Total | 6th | Mother | 30 | 29 | 97% | 1 | 3% | 0 | 0% | 0 | 0% |
| | | Father | 30 | 10 | 33% | 12 | 40% | 7 | 23% | 1 | 4% |
| | | Both | 60 | 39 | 65% | 13 | 22% | 7 | 12% | 1 | 1% |
| Grand Total | K,3,6 | Mother | 128 | 123 | 96% | 5 | 4% | 0 | 0% | 0 | 0% |
| | | Father | 79 | 49 | 62% | 22 | 28% | 7 | 9% | 1 | 1% |
| | | Both | 207 | 172 | 83% | 27 | 13% | 7 | 3% | 1 | 1% |

10. Do you think letters and notices from ________'s school should be in both English and Spanish?

Mother ____ Yes ____ No
Father ____ Yes ____ No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES |  | NO |  |
|---|---|---|---|---|---|---|---|
|  |  |  |  | NUMBER | % | NUMBER | % |
| A | K | Mother | 8 | 8 | 100% | 0 | 0% |
|  |  | Father | 6 | 5 | 83% | 1 | 17% |
|  |  | Both | 14 | 13 | 93% | 1 | 7% |
|  | 3rd | Mother | 7 | 5 | 71% | 2 | 29% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% |
|  |  | Both | 9 | 7 | 78% | 2 | 22% |
| B | K | Mother | 4 | 4 | 100% | 0 | 0% |
|  |  | Father | 1 | 1 | 100% | 0 | 0% |
|  |  | Both | 5 | 5 | 100% | 0 | 0% |
|  | 3rd | Mother | 7 | 7 | 100% | 0 | 0% |
|  |  | Father | 3 | 3 | 100% | 0 | 0% |
|  |  | Both | 10 | 10 | 100% | 0 | 0% |
| C | K | Mother | 7 | 3 | 43% | 4 | 57% |
|  |  | Father | 3 | 0 | 0% | 3 | 100% |
|  |  | Both | 10 | 3 | 30% | 7 | 70% |
|  | 3rd | Mother | 8 | 5 | 63% | 3 | 37% |
|  |  | Father | 7 | 5 | 71% | 2 | 29% |
|  |  | Both | 15 | 10 | 67% | 5 | 33% |
| D | K | Mother | 8 | 7 | 88% | 1 | 12% |
|  |  | Father | 4 | 2 | 50% | 2 | 50% |
|  |  | Both | 12 | 9 | 75% | 3 | 25% |
|  | 3rd | Mother | 8 | 7 | 88% | 1 | 12% |
|  |  | Father | 4 | 2 | 50% | 2 | 50% |
|  |  | Both | 12 | 9 | 75% | 3 | 25% |
| E | K | Mother | 7 | 6 | 86% | 1 | 14% |
|  |  | Father | 7 | 6 | 86% | 1 | 14% |
|  |  | Both | 14 | 12 | 86% | 2 | 14% |
|  | 3rd | Mother | 4 | 4 | 100% | 0 | 0% |
|  |  | Father | 3 | 3 | 100% | 0 | 0% |
|  |  | Both | 7 | 7 | 100% | 0 | 0% |
| F | K | Mother | 5 | 5 | 100% | 0 | 0% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% |
|  |  | Both | 7 | 7 | 100% | 0 | 0% |
|  | 3rd | Mother | 7 | 7 | 100% | 0 | 0% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% |
|  |  | Both | 9 | 9 | 100% | 0 | 0% |

Item 10. - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES | | NO | |
|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % |
| G | K | Mother | 2 | 1 | 50% | 1 | 50% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 2 | 1 | 50% | 1 | 50% |
| H | K | Mother | 4 | 3 | 75% | 1 | 25% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 3 | 75% | 1 | 25% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% |
| J | K | Mother | 4 | 3 | 75% | 1 | 25% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 3 | 75% | 1 | 25% |
| K | 6th | Mother | 7 | 7 | 100% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% |
| L | 6th | Mother | 6 | 4 | 67% | 2 | 33% |
| | | Father | 6 | 3 | 50% | 3 | 50% |
| | | Both | 12 | 7 | 58% | 5 | 42% |
| M | 6th | Mother | 8 | 7 | 88% | 1 | 12% |
| | | Father | 7 | 5 | 71% | 2 | 29% |
| | | Both | 15 | 12 | 80% | 3 | 20% |
| N | 6th | Mother | 8 | 8 | 100% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% |
| | | Both | 11 | 11 | 100% | 0 | 0% |
| Total | K | Mother | 56 | 47 | 84% | 9 | 16% |
| | | Father | 23 | 16 | 70% | 7 | 30% |
| | | Both | 79 | 63 | 80% | 16 | 20% |
| Total | 3 | Mother | 51 | 34 | 67% | 17 | 33% |
| | | Father | 23 | 19 | 83% | 4 | 17% |
| | | Both | 74 | 53 | 72% | 21 | 28% |
| Total | 6 | Mother | 29 | 26 | 90% | 3 | 10% |
| | | Father | 18 | 13 | 72% | 5 | 28% |
| | | Both | 47 | 39 | 83% | 8 | 17% |
| Grand Total | K, 3, 6 | Mother | 136 | 107 | 79% | 29 | 21% |
| | | Father | 64 | 48 | 75% | 16 | 25% |
| | | Both | 200 | 155 | 78% | 45 | 22% |

11. Do you discuss ________'s report cards with him/her?

Mother: ____Always ____Most of the time ____ Sometimes ____Never

Father: ____Always ____Most of the time ____ Sometimes ____Never

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | ALWAYS | | MOST OF THE TIME | | SOME-TIMES | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| A | K | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 8 | 5 | 63% | 0 | 0% | 0 | 0% | 3 | 37% |
| | | Father | 6 | 2 | 33% | 2 | 33% | 0 | 0% | 2 | 33% |
| | | Both | 14 | 7 | 50% | 2 | 14% | 0 | 0 | 5 | 36% |
| B | K | Mother | 7 | 6 | 86% | 0 | 0% | 1 | 14% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 9 | 90% | 0 | 0% | 1 | 10% | 0 | 0% |
| | 3rd | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| C | K | Mother | 8 | 7 | 88% | 0 | 0% | 1 | 12% | 0 | 0% |
| | | Father | 7 | 6 | 86% | 0 | 0% | 1 | 14% | 0 | 0% |
| | | Both | 15 | 13 | 87% | 0 | 0% | 2 | 13% | 0 | 0% |
| | 3rd | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 2 | 50% | 0 | 0% | 2 | 50% | 0 | 0% |
| | | Both | 12 | 9 | 75% | 1 | 8% | 2 | 17% | 0 | 0% |
| D | K | Mother | 8 | 5 | 63% | 2 | 25% | 0 | 0% | 1 | 12% |
| | | Father | 4 | 1 | 25% | 0 | 0% | 0 | 0% | 3 | 75% |
| | | Both | 12 | 6 | 50% | 2 | 17% | 0 | 0% | 4 | 33% |
| | 3rd | Mother | 8 | 5 | 63% | 2 | 25% | 0 | 0% | 1 | 12% |
| | | Father | 4 | 1 | 25% | 0 | 0% | 0 | 0% | 3 | 75% |
| | | Both | 12 | 6 | 50% | 2 | 12% | 0 | 0% | 4 | 33% |
| E | K | Mother | 8 | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 8 | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% |
| | | Both | 16 | 12 | 75% | 4 | 25% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 4 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 1 | 33% | 2 | 67% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 3 | 43% | 4 | 57% | 0 | 0% | 0 | 0% |
| F | K | Mother | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
| | 3rd | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |

ITEM 11 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | ALWAYS | | MOST OF THE TIME | | SOME-TIMES | | NEVER | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| G | K | Mother | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| H | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| I | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| J | K | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| K | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 11 | 11 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| L | 6th | Mother | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| M | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 7 | 6 | 86% | 0 | 0% | 1 | 14% | 0 | 0% |
| | | Both | 15 | 14 | 93% | 0 | 0% | 1 | 7% | 0 | 0% |
| N | 6th | Mother | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | K | Mother | 60 | 52 | 87% | 5 | 8% | 2 | 3% | 1 | 2% |
| | | Father | 26 | 20 | 77% | 2 | 8% | 1 | 3% | 3 | 12% |
| | | Both | 86 | 72 | 84% | 7 | 8% | 3 | 3% | 4 | 5% |
| Total | 3rd | Mother | 36 | 30 | 82% | 3 | 9% | 0 | 0% | 3 | 9% |
| | | Father | 23 | 13 | 57% | 5 | 22% | 3 | 13% | 2 | 8% |
| | | Both | 59 | 43 | 73% | 8 | 14% | 3 | 5% | 5 | 8% |
| Total | 6th | Mother | 28 | 28 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 19 | 18 | 95% | 0 | 0% | 1 | 5% | 0 | 0% |
| | | Both | 47 | 46 | 98% | 0 | 0% | 1 | 2% | 0 | 0% |
| Grand Total | K,3,6 | Mother | 124 | 110 | 89% | 8 | 6% | 2 | 2% | 4 | 3% |
| | | Father | 68 | 51 | 74% | 7 | 10% | 5 | 8% | 5 | 8% |
| | | Both | 192 | 161 | 84% | 15 | 8% | 7 | 3% | 9 | 5% |

12. How well do you feel you understand Bilingual Education?

Mother: ___Very well ___Some ___Very little ___Not at all
Father: ___Very well ___Some ___Very little ___Not at all

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY WELL |  | SOME |  | VERY LITTLE |  | NOT AT ALL |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | NO. | % | NO. | % | NO. | % | NO. | % |
| A | K | Mother | 7 | 2 | 29% | 3 | 43% | 2 | 29% | 0 | 0% |
|  |  | Father | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 1 | 50% |
|  |  | Both | 9 | 3 | 33% | 3 | 33% | 2 | 22% | 1 | 11% |
|  | 3rd | Mother | 8 | 2 | 22% | 5 | 63% | 1 | 15% | 0 | 0% |
|  |  | Father | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% |
|  |  | Both | 14 | 3 | 21% | 10 | 71% | 1 | 7% | 0 | 0% |
| B | K | Mother | 7 | 4 | 57% | 1 | 14% | 0 | 0% | 2 | 29% |
|  |  | Father | 3 | 2 | 67% | 0 | 0% | 0 | 0% | 1 | 33% |
|  |  | Both | 10 | 6 | 60% | 1 | 10% | 0 | 0% | 3 | 30% |
|  | 3rd | Mother | 4 | 2 | 50% | 1 | 25% | 0 | 0% | 1 | 25% |
|  |  | Father | 1 | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% |
|  |  | Both | 5 | 2 | 40% | 2 | 40% | 0 | 0% | 1 | 20% |
| C | K | Mother | 7 | 2 | 29% | 1 | 14% | 4 | 57% | 0 | 0% |
|  |  | Father | 7 | 2 | 29% | 2 | 29% | 3 | 43% | 0 | 0% |
|  |  | Both | 14 | 4 | 29% | 3 | 21% | 7 | 50% | 0 | 0% |
|  | 3rd | Mother | 8 | 3 | 38% | 5 | 63% | 0 | 0% | 0 | 0% |
|  |  | Father | 4 | 1 | 25% | 3 | 75% | 0 | 0% | 0 | 0% |
|  |  | Both | 12 | 4 | 25% | 8 | 75% | 0 | 0% | 0 | 0% |
| D | K | Mother | 8 | 4 | 50% | 3 | 38% | 0 | 0% | 1 | 12% |
|  |  | Father | 4 | 2 | 50% | 1 | 25% | 0 | 0% | 1 | 25% |
|  |  | Both | 12 | 6 | 50% | 4 | 33% | 0 | 0% | 2 | 17% |
|  | 3rd | Mother | 8 | 3 | 38% | 4 | 50% | 1 | 12% | 0 | 0% |
|  |  | Father | 6 | 1 | 33% | 4 | 67% | 0 | 0% | 1 | 0% |
|  |  | Both | 14 | 4 | 29% | 8 | 57% | 1 | 7% | 1 | 7% |
| E | K | Mother | 8 | 2 | 25% | 6 | 75% | 0 | 0% | 0 | 0% |
|  |  | Father | 8 | 2 | 25% | 6 | 75% | 0 | 0% | 0 | 0% |
|  |  | Both | 16 | 4 | 25% | 12 | 75% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 4 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% |
|  |  | Father | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% |
| F | K | Mother | 5 | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% |
|  |  | Father | 2 | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% |
|  | 3rd | Mother | 5 | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% |
|  |  | Father | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 9 | 7 | 78% | 2 | 22% | 0 | 0% | 0 | 0% |

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY WELL |  | SOME |  | VERY LITTLE |  | NOT AT ALL |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | NO. | % | NO. | % | NO. | % | NO. | % |
| G | K | Mother | 2 | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 2 | 0 | 50% | 0 | 50% | 0 | 0% | 0 | 0% |
| H | K | Mother | 4 | 2 | 50% | 1 | 25% | 1 | 25% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 4 | 2 | 50% | 1 | 25% | 1 | 25% | 0 | 0% |
| I | K | Mother | 7 | 3 | 43% | 1 | 14% | 0 | 0% | 3 | 43% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 3 | 43% | 1 | 14% | 0 | 0% | 3 | 43% |
| J | K | Mother | 4 | 2 | 50% | 0 | 0% | 2 | 50% | 0 | 0% |
|  |  | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 4 | 2 | 50% | 0 | 0% | 2 | 50% | 0 | 0% |
| K | 6th | Mother | 8 | 3 | 38% | 0 | 0% | 3 | 38% | 2 | 22% |
|  |  | Father | 3 | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% |
|  |  | Both | 11 | 5 | 45% | 0 | 0% | 4 | 36% | 2 | 18% |
| L | 6th | Mother | 6 | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% |
|  |  | Father | 6 | 1 | 13% | 3 | 50% | 2 | 33% | 0 | 0% |
|  |  | Both | 12 | 3 | 25% | 7 | 58% | 2 | 17% | 0 | 0% |
| M | 6th | Mother | 8 | 5 | 63% | 1 | 12% | 2 | 25% | 0 | 0% |
|  |  | Father | 7 | 4 | 57% | 2 | 29% | 1 | 14% | 0 | 0% |
|  |  | Both | 15 | 9 | 60% | 3 | 20% | 3 | 20% | 0 | 0% |
| N | 6th | Mother | 8 | 0 | 0% | 1 | 12% | 3 | 38% | 4 | 50% |
|  |  | Father | 2 | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% |
|  |  | Both | 10 | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% |
| Total | K | Mother | 59 | 24 | 41% | 19 | 32% | 10 | 17% | 6 | 10% |
|  |  | Father | 26 | 10 | 38% | 10 | 38% | 3 | 12% | 3 | 12% |
|  |  | Both | 85 | 34 | 40% | 29 | 34% | 13 | 15% | 9 | 11% |
| Total | 3 | Mother | 37 | 15 | 41% | 19 | 51% | 2 | 5% | 1 | 3% |
|  |  | Father | 24 | 9 | 38% | 14 | 58% | 0 | 0% | 1 | 4% |
|  |  | Both | 61 | 24 | 38% | 33 | 54% | 2 | 4% | 2 | 4% |
| Total | 6th | Mother | 30 | 10 | 33% | 6 | 20% | 8 | 27% | 6 | 20% |
|  |  | Father | 18 | 7 | 39% | 6 | 33% | 5 | 28% | 0 | 0% |
|  |  | Both | 48 | 17 | 35% | 12 | 25% | 13 | 27% | 6 | 13% |
| Grand Total | K,3,6 | Mother | 126 | 49 | 39% | 44 | 35% | 20 | 16% | 13 | 10% |
|  |  | Father | 68 | 26 | 38% | 30 | 44% | 8 | 12% | 4 | 6% |
|  |  | Both | 194 | 75 | 39% | 74 | 38% | 28 | 14% | 17 | 9% |

13. How much do you approve of bilingual education for ____________?

Mother: ___ Very much ___Some ___ Very little ___Not at all
Father: ___ Very much ___Some ___ Very little ___Not at all

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY MUCH |  | SOME |  | VERY LITTLE |  | NOT AT ALL |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | NO. | % | NO. | % | NO. | % | NO. | % |
| A | K | Mother | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 9 | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 8 | 4 | 50% | 4 | 50% | 0 | 0% | 0 | 0% |
|  |  | Father | 6 | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% |
|  |  | Both | 14 | 7 | 50% | 7 | 50% | 0 | 0% | 0 | 0% |
| B | K | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| C | K | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
|  |  | Father | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
|  |  | Both | 15 | 13 | 87% | 2 | 13% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| D | K | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 4 | 3 | 75% | 0 | 0% | 0 | 0% | 1 | 25% |
|  |  | Both | 12 | 11 | 92% | 0 | 0% | 0 | 0% | 1 | 8% |
|  | 3rd | Mother | 8 | 7 | 88% | 1 | 12% | 0 | 0% | 0 | 0% |
|  |  | Father | 6 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% |
|  |  | Both | 14 | 11 | 79% | 3 | 21% | 0 | 0% | 0 | 0% |
| E | K | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 15 | 15 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 4 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% |
|  |  | Father | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% |
| F | K | Mother | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% |
|  |  | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% |
|  | 3rd | Mother | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Father | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
|  |  | Both | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |

ITEM 13 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY MUCH | | SOME | | VERY LITTLE | | NOT AT ALL | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| G | K | Mother | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| H | K | Mother | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 4 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| J | K | Mother | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| K | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| L | 6th | Mother | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| M | 6th | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| N | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | K | Mother | 59 | 55 | 93% | 4 | 7% | 0 | 0% | 0 | 0% |
| | | Father | 26 | 23 | 88% | 2 | 9% | 0 | 0% | 1 | 3% |
| | | Both | 85 | 78 | 93% | 6 | 6% | 0 | 0% | 1 | 1% |
| Total | 3 | Mother | 37 | 30 | 81% | 7 | 19% | 0 | 0% | 0 | 0% |
| | | Father | 22 | 19 | 86% | 3 | 14/ | 0 | 0% | 0 | 0% |
| | | Both | 59 | 49 | 83% | 10 | 17% | 0 | 0% | 0 | 0% |
| Total | 6 | Mother | 29 | 29 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 15 | 15 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 44 | 44 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Grand Total | K,3,6 | Mother | 125 | 114 | 91% | 9 | 9% | 0 | 0% | 0 | 0% |
| | | Father | 63 | 57 | 91% | 5 | 8% | 0 | 0% | 1 | 1% |
| | | Both | 188 | 171 | 90% | 16 | 9% | 0 | 0% | 1 | 1% |

14. Prior to today, has ____________'s school informed you about the bilingual program and what it is doing?

Mother: ____ Yes ____ No
Father: ____ Yes ____ No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES NUMBER | YES % | NO NUMBER | NO % |
|---|---|---|---|---|---|---|---|
| A | K | Mother | 8 | 5 | 63% | 3 | 37% |
| | | Father | 6 | 2 | 33% | 4 | 67% |
| | | Both | 14 | 7 | 50% | 7 | 50% |
| | 3 | Mother | 7 | 5 | 71% | 2 | 29% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 9 | 6 | 67% | 3 | 33% |
| B | K | Mother | 4 | 2 | 50% | 2 | 50% |
| | | Father | 1 | 1 | 100% | 0 | 0% |
| | | Both | 5 | 3 | 60% | 2 | 40% |
| | 3 | Mother | 6 | 6 | 100% | 0 | 0% |
| | | Father | 4 | 4 | 100% | 0 | 0% |
| | | Both | 10 | 10 | 100% | 0 | 0% |
| C | K | Mother | 8 | 4 | 50% | 4 | 50% |
| | | Father | 4 | 2 | 50% | 2 | 50% |
| | | Both | 12 | 6 | 50% | 6 | 50% |
| | 3 | Mother | 8 | 3 | 37% | 5 | 63% |
| | | Father | 7 | 3 | 43% | 4 | 57% |
| | | Both | 15 | 6 | 40% | 9 | 60% |
| D | K | Mother | 8 | 7 | 88% | 1 | 12% |
| | | Father | 4 | 3 | 75% | 1 | 25% |
| | | Both | | 10 | 83% | 2 | 17% |
| | 3 | Mother | 8 | 8 | 100% | 0 | 0% |
| | | Father | 6 | 5 | 83% | 1 | 17% |
| | | Both | 14 | 13 | 93% | 1 | 7% |
| E | K | Mother | 8 | 6 | 75% | 2 | 25% |
| | | Father | 7 | 5 | 71% | 2 | 29% |
| | | Both | 15 | 11 | 73% | 4 | 27% |
| | 3 | Mother | 4 | 0 | 0% | 4 | 100% |
| | | Father | 3 | 0 | 0% | 3 | 100% |
| | | Both | 7 | 0 | 0% | 7 | 100% |
| F | K | Mother | 5 | 3 | 60% | 2 | 40% |
| | | Father | 2 | 2 | 100% | 0 | 0% |
| | | Both | 7 | 5 | 71% | 2 | 29% |
| | 3 | Mother | 4 | 4 | 100% | 0 | 0% |
| | | Father | 3 | 3 | 100% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% |

ITEM 14 - cont.

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES | | NO | |
|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % |
| G | K | Mother | 2 | 1 | 50% | 1 | 50% |
| | | Father | 0 | 0 | 0% | 0 | 50% |
| | | Both | 2 | 1 | 50% | 1 | 50% |
| H | K | Mother | 4 | 4 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% |
| I | K | Mother | 7 | 7 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 100% | 0 | 0% |
| | | Both | 7 | 7 | 100% | 0 | 0% |
| J | K | Mother | 4 | 4 | 100% | 0 | 0% |
| | | Father | 0 | 0 | 0% | 0 | 0% |
| | | Both | 4 | 4 | 100% | 0 | 0% |
| K | 6th | Mother | 8 | 5 | 63% | 3 | 37% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 10 | 6 | 60% | 4 | 40% |
| L | 6th | Mother | 6 | 3 | 50% | 3 | 50% |
| | | Father | 6 | 3 | 50% | 3 | 50% |
| | | Both | 12 | 6 | 50% | 6 | 50% |
| M | 6th | Mother | 8 | 3 | 37% | 5 | 63% |
| | | Father | 6 | 2 | 33% | 4 | 67% |
| | | Both | 14 | 5 | 36% | 9 | 64% |
| N | 6th | Mother | 9 | 2 | 22% | 7 | 78% |
| | | Father | 2 | 1 | 50% | 1 | 50% |
| | | Both | 11 | 3 | 27% | 8 | 73% |
| Total | K | Mother | 56 | 43 | 74% | 15 | 26% |
| | | Father | 24 | 15 | 63% | 9 | 37% |
| | | Both | 82 | 58 | 71% | 24 | 29% |
| Total | 3 | Mother | 37 | 26 | 70% | 11 | 30% |
| | | Father | 25 | 16 | 64% | 9 | 36% |
| | | Both | 62 | 42 | 68% | 20 | 32% |
| Total | 6 | Mother | 31 | 13 | 42% | 18 | 58% |
| | | Father | 16 | 7 | 44% | 9 | 56% |
| | | Both | 47 | 20 | 43% | 27 | 57% |
| Grand Total | K,3,6 | Mother | 126 | 82 | 65% | 44 | 35% |
| | | Father | 65 | 38 | 58% | 27 | 42% |
| | | Both | 191 | 120 | 63% | 71 | 37% |

2:1

## Appendix I

## Instrument Report

## Spring Teacher Interview Form

**Date/Period of Administration:** April 1, 1975 through April 15, 1975

**Population:** Randomly Selected Teachers from Title VII K-4 Schools

**Administered by:** Title VII Process Evaluators

**Data Collected by:** Title VII Process Evaluators

## Instrument Description: Spring Teacher Interview Form

Brief description of the instrument:

The interview form consisted of 14 questions relating to 6 areas concerning the Title VII Bilingual Project. Other comments and suggestions were also elicited at the bottom of the form.

To whom was the instrument administered?

Nineteen team teachers and 18 bilingual teachers in the Title VII Project

How many times was the instrument administered?

Once

When was the instrument administered?

The interviews were conducted from April 1, 1974 through April 15, 1974.

Where was the instrument administered?

All teachers were interviewed at their elementary schools.

Who administered the instrument?

Title VII Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

All self-report instruments are subject to biases.

Who developed the instrument?

Title VII Project Evaluator and Title VII Process Evaluators

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

## Interviews of Teachers in Title VII K-4 Schools

## Spring, 1975

In April, 1975, the staff of the Office of Research and Evaluation conducted interviews of a random sample of teachers from the six major schools in the Title VII Bilingual Project in an effort to collect and provide data which would be helpful to the project staff in assessing the ongoing activities of the project classrooms as well as specific process objectives. This formative report summarizes the results of these interviews.

Gains over the project year were evident in the amount of Spanish instruction being conducted and the amount of time the bilingual aides spent in instructional activities. There seems to be a growing need on the part of project teachers for information about the Title VII Project.

### Purpose of the Interviews

These interviews were conducted for the purpose of collecting data from Title VII Bilingual Project teachers and providing this data to the project staff for assessment of ongoing activities as well as stated process objectives. The interviews were designed to investigate activities such as duties assigned the bilingual aide by the classroom teacher, areas of inservice training need, materials needed, amount of English and Spanish used in instruction, and the amount of help needed by the teachers from the project staff. The interviews provided project teachers an opportunity to express views and to make suggestions and recommendations about future activities.

### Teachers Interviewed

For the fall, 1974 interviews, four teachers were selected at random from each of the six Title VII schools which have a K-4 program (Brooke, Becker, Dawson, Ortega, Ridgetop, and Zavala). Two interviews were of team teachers and two of bilingual teachers from each school. Twenty-two of the twenty-four teachers selected were actually interviewed. For the spring interviews, the remaining 40 teachers not scheduled for the fall were scheduled. Thirty-seven were actually interviewed. Nineteen teachers were team teachers and 18 were bilingual teachers. The three teachers not interviewed were bilingual teachers who were consistently unavailable for an interview.

### Dates, Times, Procedures

The interviews were conducted from April 1, 1975 through April 15, 1975 by the Title VII process evaluators. The process evaluators set up appointments with the classroom teachers at their convenience, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes.

### Interview Form

A copy of the interview form used is included as Attachment A of this report.

The form was designed by the staff of the Office of Research and Evaluation and consists of 14 questions related to the following areas:

1. Language instruction
2. Teacher aide services
3. Classroom needs
4. Inservice training needs
5. Supervision and services by the Title VII staff
6. Cultural awareness

The form also provided for additional comments and suggestions by the teachers.

## Results

Attachment B presents a summary of teachers' responses to each item on the teacher interview form. Items 1 and 2 asked the teacher to estimate the percentage of his/her instructional time which is conducted in Spanish and English. As expected, seventy-nine percent of the team teachers stated that none or almost none of their instruction is conducted in Spanish. Of the bilingual teachers, 39% responded that one-fourth of their instructional time was conducted in Spanish, 33% responded that one-half of their instructional time was conducted in Spanish, 17% that three-fourth was in Spanish, and 6% that all or almost all was in Spanish. Only one bilingual teacher (representing 6%) reported little or no Spanish instruction.

Seventy-six percent of the teachers interviewed stated that they had the services of a bilingual aide at least half of the time, 17% of the teachers interviewed said that they had the services of a teacher aide more than half of the time. Eight percent reported that they received help from an aide none or almost none of the time. (Item 3)

Item 4 asked classroom teachers what percent of the time when the aide is working with them he/she spends on various activities. Instructional reinforcement was estimated to occupy 61% of the aides' time, making materials 17%, clerical duties 5%, supervision 12% and other activities 5%.

When asked what the three greatest needs are in their classrooms (item 5), 83% of the bilingual teachers reported a need for materials, and 78% expressed the need for additional planning time. Of the team teachers, 79% identified additional planning time as a need in their classroom, 58% mentioned more individual instruction of children, and 53% mentioned the need for materials.

Item 6 asked teachers in which areas they would like to receive inservice training. Information on bilingual instruction was identified by 44% of the bilingual teachers, with math and instructional strategies and techniques mentioned by 17% each. Individualized instruction was the most frequently mentioned inservice training needed by the team teachers (21%).

When asked about information concerning their role in the bilingual project (item 7), 34% of the bilingual teachers and 37% of the team teachers responded that the staff had provided them sufficient information. Twenty-two percent of the bilingual teachers and 37% of the team teachers felt that sufficient information had not been provided. Forty-four percent of the bilingual teachers and 26% of the team teachers were undecided or had mixed feelings.

Seventy-two percent of the bilingual teachers and 53% of the team teachers stated that they use "personal observation" in grouping students for instruction in Spanish and/or English. (Item 8,9)

Teachers were asked how often the students they teach engage in listening, speaking, reading, and creative writing activities. In Spanish (Item 10), 67% of bilingual teachers responded that listening activities occurred daily, 94% that speaking activities occurred daily, and 75% (1st-4th only) that reading activities occurred daily. Twenty-nine percent of the bilingual teachers (2nd-4th) mentioned that creative writing activities never occurred.

In English (Item 11), 56% of bilingual teachers mentioned listening activities occurring daily, 78% mentioned speaking activities occurring daily, and 75% (1st-4th) mentioned reading activities occurring daily. Seventy-four percent of team teachers mentioned listening activities occurring daily, 95% mentioned speaking activities occurring daily, and 93% (1st-4th only) mentioned reading activities occurred daily. Fourteen percent of the bilingual teachers and 10% of team teachers offered daily creative writing activities (2nd-4th only).

When asked which methods they were using to enhance the awareness of their students of the various cultures and home backgrounds represented in the project schools (Item 12), 58% of the team teachers responded that they relied mostly on social studies units, and 37% on discussions. Thirty-nine percent of the bilingual teachers also relied on social studies units, and 22% relied on celebrations, films, and dances. Literature was mentioned by 26% of the bilingual teachers.

Item 13 asked the teachers how often they use teacher-made tests or mastery tests to assess student progress. Of the bilingual teachers, 33% used tests weekly for Spanish oral language, and 44% tested weekly for Spanish reading. For English oral language, 58% of the bilingual teachers never used tests, and 21% of the team teachers never used them. For English reading, 37% of team teachers test weekly, and 22% of bilingual teachers never test.

Item 14 provided the teachers the opportunity to express comments about the Title VII Bilingual Project. Of the bilingual teachers, 17% expressed a need for materials, 11% mentioned "more information on the Bilingual Program," and 11% also requested an opportunity to share experiences with other schools.

Of the team teachers, 16% expressed a need for better scheduling by the staff, and 16% also mentioned a need for more assistance.

## Comparisons - Fall to Spring

Ninety-four percent of the bilingual teachers reported conducting instructional activities in Spanish. This shows an increase in the frequency of Spanish activities compared to the fall when 36% of the bilingual teachers stated that they conducted none or almost none of their instructional activities in Spanish.

The duties the aide is performing when working with the teacher showed movement toward more instructional reinforcement in the spring. With bilingual teachers, the aides increased from 50.5% last fall to 61% this spring in their time spent in instructional reinforcement. With team teachers, the increase was from 42% last fall to 59% this spring.

The demand for materials and planning time increased from last fall. Eighty-three percent of the bilingual teachers expressed a need for materials compared to only 55% last fall, and 78% expressed a need for additional planning time compared to 45% for the fall. Fifty-three percent of the team teachers also expressed the need for materials compared to only 20% last fall.

Team teachers (27%) had expressed the need for inservice training on information concerning the Bilingual Program last fall. This spring it was bilingual teachers (44%) expressing such a need.

Bilingual and team teachers had a different response from last fall when asked if the Title VII Project staff had provided them with sufficient information concerning their role in the bilingual project. In the spring, thirty-four percent of the bilingual teachers and 37% of the team teachers responded that they felt sufficient information had been provided as compared to last fall's and 54% respectively.

## Conclusions

There was an increase in reported Spanish instructional activities by bilingual teachers this spring as compared to the fall. Ninety-four percent of bilingual teachers mentioned Spanish instructional activities this spring as compared to 64% last fall. This suggests that students participating in bilingual education are receiving more Spanish instruction this semester than last semester and that efforts by the project staff and school faculties to fully implement project activities have been productive. In addition, the teacher aides were involved in more instructional reinforcement this spring than in the fall.

The bilingual teachers feel a need for more information on the bilingual project in the form of inservice training. The team teachers are concerned more with individualized instruction.

Team teachers and bilingual teachers seem to rely mostly on "personal observation" to group students for instruction in Spanish and English rather than more objective measures.

Both team teachers and bilingual teachers depend mostly on social studies units for providing cultural awareness. Bilingual teachers also mentioned celebrations, films, and dances. However, this indicates that project students are receiving just about the same cultural activities as in the *regular school program.*

The need for materials increased for the bilingual teachers from fall to spring. This could be a result of their becoming more aware of their students' needs and a resulting disenchantment with readily available materials.

Attachment A

## TEACHER SPRING INTERVIEW

1. What part of your time do you teach in Spanish? ____________

    a. none, almost none
    b. one fourth
    c. one half
    d. three fourths
    e. all, almost all

2. What part of your time do you teach in English? ____________

    a. none, almost none
    b. one fourth
    c. one half
    d. three fourths
    e. all, almost all

3. What part of the school day do you have the service of a teacher aide? ________

    a. none, almost none
    b. one fourth
    c. one half
    d. three fourths
    e. all, almost all

4. What percent of time when the aide is working with you, does he/she spend on...?

    a. _______% instructional reinforcement
    b. _______% making materials
    c. _______% clerical duties
    d. _______% supervision
    e. _______% other activities

    ___100_%

5. What are the three greatest needs in your classroom...? ________

a. time for planning

b. more individual instruction of children

c. space to work g. other

d. clerical help

e. assistance - aide

f. materials

6. In what areas would you like to receive inservice training?

7. Has the Title VII Project staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing? ______

a. definitely yes

b. mostly yes

c. undecided, mixed feelings

d. mostly no

e. definitely no

8. What basis are you using to group students for instruction in Spanish?

9. What basis are you using to group students in English?

10. How often do the students you teach engage in each of the following activities in Spanish...?

____ 1. Listening activities　a. daily
____ 2. Speaking activities　b. more than once a week
____ 3. Reading activities　c. once a week
____ 4. Creating Writing Activities　d. once every 2 weeks
e. never

11. How often do the students you teach engage in each of the following activities in English?

____ 1. Listening activities　a. daily
____ 2. Speaking activities　b. more than once a week
____ 3. Reading activities　c. once a week
____ 4. Creating Writing Activities　d. once every 2 weeks
e. never

12. What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

13. How often do you use teacher-made tests or mastery tests to assess student progress in...?

| | Never | 1 per semester | 1 per 6 weeks | weekly | daily |
|---|---|---|---|---|---|
| Spanish oral language | | | | | |
| Spanish reading | | | | | |
| English oral language | | | | | |
| English reading | | | | | |
| Math | | | | | |
| Other subject areas | | | | | |

14. What other comments about the Title VII Bilingual Project would you like to make?

Attachment B

## Responses to Teacher Interview

### ITEM 1

| What part of your time do you teach in Spanish? | Bilingual Teachers | Team Teachers | Both |
|---|---|---|---|
| a. none, almost none | 6% | 79% | 43% |
| b. one fourth | 39% | 21% | 30% |
| c. one half | 33% | 0% | 16% |
| d. three fourths | 17% | 0% | 8% |
| e. all, almost all | 6% | 0% | 3% |

### ITEM 2

| What part of your time do you teach in English? | Bilingual Teachers | Team Teachers | Both |
|---|---|---|---|
| a. none, almost none | 0% | 0% | 0% |
| b. one fourth | 17% | 0% | 8% |
| c. one half | 28% | 0% | 14% |
| d. three fourths | 39% | 16% | 27% |
| e. all, almost all | 17% | 84% | 51% |

### ITEM 3

| What part of the school day do you have the service of a teacher aide? | Bilingual Teachers | Team Teachers | Both |
|---|---|---|---|
| a. none, almost none | 11% | 5% | 8% |
| b. one fourth | 17% | 16% | 16% |
| c. one half | 56% | 63% | 59% |
| d. three fourths | 6% | 0% | 3% |
| e. all, almost all | 11% | 16% | 14% |

ITEM 4

| What percent of time when the aide is working with you, does he/she spend on...? | Bilingual Teachers | Team Teachers | Both |
|---|---|---|---|
| a. instructional reinforcement | 63% | 59% | 61% |
| b. making materials | 18% | 16% | 17% |
| c. clerical duties | 4% | 5% | 5% |
| d. supervision | 11% | 14% | 12% |
| e. other activities | 4% | 6% | 5% |

ITEM 5

| What are the three greatest needs in your classroom? | Bilingual Teachers | Team Teachers | Both |
|---|---|---|---|
| a. time for planning | 78% | 79% | 78% |
| b. more individual instruction of children | 28% | 58% | 43% |
| c. space to work | 17% | 11% | 14% |
| d. clerical help | 11% | 47% | 30% |
| e. assistance - aide | 44% | 42% | 43% |
| f. materials | 83% | 53% | 68% |
| g. other | 6% | 5% | 5% |

ITEM 6

In what areas would you like to receive inservice training?

| GROUP | RANK | % OF TEACHERS MENTIONING AREA | INSERVICE TRAINING |
|---|---|---|---|
| Bilingual Teachers | 1 | 44% | Bilingual Instruction Info. |
| | 2 | 17% | Math |
| | 3 | 17% | Instructional strategies and techniques |
| Monol. Team Teachers | 1 | 27% | Bilingual program information |
| Both | 1 | 22% | Bilingual Instruction Info. |
| | 2 | 11% | Spanish |
| | 2 | 11% | Individualized Instruc. |
| | 2 | 11% | Math |
| | 2 | 11% | Instructional strategies and techniques |

ITEM 7

Has the Title VII Project staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

| | Bilingual Teachers | Team | Both |
|---|---|---|---|
| a. definitely yes | 6% | 11% | 8% |
| b. mostly yes | 28% | 26% | 27% |
| c. undecided, mixed feelings | 44% | 26% | 19% |
| d. mostly no | 11% | 26% | 19% |
| e. definitely no | 11% | 11% | 10% |

ITEM 8

What basis are you using to group students for instruction in Spanish?

| RESPONSE | Bilingual | Team | Both |
|---|---|---|---|
| Teacher Observation | 72% | 16% | 43% |
| Spanish Criterion Test | 28% | 16% | 21% |
| Language Dominance Test | 28% | 5% | 16% |
| IRI | 11% | 0% | 5% |

ITEM 9

What basis are you using to group students in English?

| GROUP | RANK | % OF TEACHERS USING BASIS | BASIS FOR GROUPING |
|---|---|---|---|
| Bilingual Teachers | 1 | 44% | Teacher Observation |
| | 2 | 17% | Reading Level Tests |
| Team Teachers | 1 | 53% | Teacher Observation |
| | 2 | 26% | IRI |
| | 2 | 26% | Ability |
| Both | 1 | 48% | Teacher Observation |

ITEM 10

How often do the students you teach engage in each of the following activities in Spanish...?

| Bilingual Teachers | Daily | 1+ per week | once a week | once every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening activities | 67% | 17% | 17% | 0% | 0% |
| 2. Speaking activities | 94% | 0% | 0% | 6% | 0% |
| 3. Reading activities (1st-4th) | 75% | 13% | 6% | 0% | 6% |
| 4. Creative Writing activities (2nd-4th) | 14% | 21% | 21% | 14% | 29% |

ITEM 11

How often do the students you teach engage in each of the following activities in English?

| Bilingual Teachers | Daily | 1+ per week | once a week | once every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening activities | 56% | 22% | 0% | 0% | 22% |
| 2. Speaking activities | 78% | 0% | 0% | 0% | 22% |
| 3. Reading activities (1st-4th) | 75% | 0% | 0% | 0% | 25% |
| 4. Creative writing activities | 17% | 28% | 17% | 6% | 33% |

| Team Teachers | Daily | 1+ per week | once a week | once every 2 weeks | Never |
|---|---|---|---|---|---|
| 1. Listening activities | 74% | 26% | 0% | 0% | 0% |
| 2. Speaking activities | 95% | 5% | 0% | 0% | 0% |
| 3. Reading activities (1st-4th) | 93% | 0% | 7% | 0% | 0% |
| 4. Creative Writing activities (2nd-4th) | 10% | 20% | 40% | 20% | 10% |

ITEM 12

What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

| GROUP | RANK | % OF TEACHERS USING METHOD | METHOD |
|---|---|---|---|
| Bilingual | 1 | 39% | Social Studies |
| | 2 | 26% | Literature |
| | 3 | 21% | Films, Celebrations |
| Team Teachers | 1 | 58% | Social Studies |
| | 2 | 37% | Discussions |
| Both | 1 | 49% | Social Studies |
| | 2 | 21% | Films |
| | 2 | 21% | Discussions |
| | 2 | 21% | Celebrations |

2-7

ITEM 13

How often do you use teacher-made tests or mastery tests to assess student progress in...?

| Bilingual Teachers | Never | 1 per semester | 1 per six weeks | weekly | daily |
|---|---|---|---|---|---|
| Spanish oral language | 17% | 0% | 26% | 33% | 22% |
| Spanish reading | 26% | 0% | 11% | 44% | 17% |
| English oral language | 58% | 0% | 5% | 22% | 11% |
| English reading | 22% | 0% | 11% | 39% | 26% |
| Math | 22% | 0% | 26% | 33% | 17% |
| Other | 39% | 11% | 17% | 22% | 11% |

| Team Teachers | Never | 1 per semester | 1 per 6 weeks | Weekly | Daily |
|---|---|---|---|---|---|
| Spanish Oral Language | 79% | 5% | 5% | 5% | 1% |
| Spanish Reading | 84% | 5% | 0% | 11% | 0% |
| English Oral Language | 21% | 26% | 26% | 16% | 11% |
| English Reading | 5% | 21% | 32% | 37% | 5% |
| Math | 16% | 5% | 16% | 63% | 0% |
| Other | 47% | 5% | 26% | 21% | 0% |

| Both | Never | 1 per semester | 1 per 6 weeks | Weekly | Daily |
|---|---|---|---|---|---|
| Spanish Oral Language | 49% | 3% | 16% | 18% | 14% |
| Spanish Reading | 57% | 3% | 5% | 27% | 8% |
| English Oral Language | 41% | 14% | 16% | 18% | 11% |
| English Reading | 14% | 11% | 22% | 37% | 16% |
| Math | 18% | 3% | 22% | 49% | 8% |
| Other | 43% | 8% | 22% | 22% | 5% |

ITEM 14

What other comments about Title VII Bilingual Project would you like to make?

| GROUP | RANK | % OF TEACHERS COMMENTING | COMMENTS |
|---|---|---|---|
| Bilingual Teachers | 1 | 17% | Need for materials |
| | 2 | 11% | Information on Bilingual Program |
| Team Teachers | 1 | 16% | More Assistance on Bilingual instruction |
| | 1 | 16% | Better scheduling by staf |
| Both | 1 | 14% | Need of materials |

# Appendix J

## Instrument Report

## Community Representative Interview Form

Date/Period of Administration: Between March 17 and March 27, 1975

Population: Title VII Community Representatives

Administered by: Title VII Process Evaluators

Data Collected by: Title VII Process Evaluators

## Instrument Description: Community Representative Interview Form

Brief description of the instrument:

The interview form had 13 items written to elicit data about the activities of the Community Representatives.

To whom was the instrument administered?

Title VII Community Representatives

How many times was the instrument administered?

Once

When was the instrument administered?

Between March 17 and March 27, 1975

Where was the instrument administered?

The interviews were conducted at the Office of Research and Evaluation or at the campus where Community Representative works.

Who administered the instrument?

Title VII Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes

Were there problems with the instrument or the administration that might affect the validity of the data?

All self-report instruments are subject to biases.

Who developed the instrument?

Title VII Project Evaluator and Title VII Process Evaluators

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

## Interviews of Title VII Community Representatives

Spring, 1975

As part of the process evaluation of the Parental Involvement Component of the 1974-1975 ESEA Title VII Project, the process evaluators interviewed the 10 community representatives hired by the project. Areas explored included their responsibilities, activities, inservice training, working relationships with other project and school personnel, and their recommendations for the 1975-76 project year. The results show a wide range of responses for the 16 project schools. Support from and cooperation with project and school personnel were generally evident. Parental support for bilingual education and success in contacting and involving parents were reported. Most, although not all, of the community representatives' efforts are directed toward contacting and involving the parents of project students. Cooperation with and acceptance by the schools' faculties varies widely, as does the amount of conflict between instructions directed toward the community representatives from various sources.

### Purpose

One of the objectives of the Title VII Bilingual Project is to increase the home support of students' learning goals and activities by their parents. Ten community representatives were hired to serve the 16 project schools in meeting this objective. One community representative served the four K-1 schools (Brown, Maplewood, Reilly, and Rosedale), six served the six K-4 schools (Becker, Brooke, Dawson, Ortega, Ridgetop, and Zavala), and three served the six sixth grade centers (Baker, Blanton, Joslin, Read, Travis Heights, and Webb). The purpose of these interviews was to determine what activities these community representatives engage in, how well they understand their role in the overall project and their individual schools, and what areas of inservice training and/or reorganization of their activities might be needed.

Evaluation questions to be addressed by this report include-

1. Have the community representatives received sufficient information and guidance in order for them to understand their role and responsibilities?

2. From whom do the community representatives receive their instructions and how often do instructions from different sources conflict?

3. On what activities do the community representatives spend most of their time?

4. How much cooperation is there between the community representative and the faculty of the schools?

5. How much of the efforts of the community representative in home visits is directed toward project and non-project students?

6. What do the community representatives feel are their areas of greatest success as well as some of the obstacles they have encountered?

7. What kinds of inservice training would the community representatives like to receive?

8. What comments have the community representatives received from parents about the Title VII Bilingual Project?

9. What recommendations do the community representatives have for the 1975-1976 school year?

Decision questions which the Title VII Project must address for the 1975-76 year include-

1. Should community representatives be budgeted and hired. If so, how should they be divided among the campuses?

2. What inservice training should be provided community representatives in order for them to carry out their duties?

3. From whom should the community representatives' instructions come-a parental involvement coordinator, the principal, teachers, themselves, or a combination of these?

## Procedure

The Title VII processes evaluators contacted the principals and community representatives to arrange a time for each interview. Appointments were made for the campus or the Office of Research and Evaluation, at the convenience of the community representative. Interviews lasted from 15 to 30 minutes each. All interviews were conducted between March 17 and March 27, 1975.

Since some of the community representatives service more than one campus, the interviewer asked each question and elicited a separate response for each campus the community representative was serving. Thus, the six community representatives on the six K-4 campuses answered for only one school each. The three community representatives serving two sixth grade centers each answered each question twice. The one community representative serving the four K-1 campuses answered each question four times. The result is that the 10 community representatives actually produced 16 completed interviews.

## Interview Form

The interview form used (see attachment A) was designed and developed by the Office of Research and Evaluation in cooperation with the Title VII Parental Involvement Coordinator. The thirteen items were written to address the evaluation and decision questions previously stated.

## Results

Attachment B includes the tallied responses of the 10 community representatives for the 16 project schools.

Item 1 asked the community representatives how much guidance they had received from the Parental Involvement Coordinator or the school in understanding their role and responsibilities. The community representative serving the four K-1 campuses responded "much" (4) on a scale from 1 = "none" to 5 = "very much" for each school. Of the six community representatives at the K-4 campuses, three responded "very much" (5), one responded "much" (4), and two responded "some" (3). The three community representatives at the six sixth grade campuses responded "very much" (5) for four schools and "much" (4) for the other two.

Using the same scale, the community representatives were asked how much they and the classroom teachers have cooperated in encouraging parental involvement. Three of the K-1 schools were rated "none" (1) for cooperation; the other "some" (3). Three K-4 schools were rated "some"(3); two,"much" (4); and one, "very much"(5). Four of the sixth grade centers were rated "some"(3) and two were rated "a little"(2).

Item 3 asked on what kinds of projects the community representative and the bilingual aide had worked? The community representative at the K-1 schools stated that at two of her schools the bilingual aide and community representative had not worked on any projects. One of the community representatives at the K-4 schools also responded "none" for Item 3. Projects that the community representative and bilingual aide have worked on at the other K-1 schools included home visits and securing parent volunteers. At the K-4 schools, four of the community representatives responded that the bilingual aide and community representative had worked on projects labled "special problems." Two of the community representatives listed projects in preparing material or attending field trips. One community representative stated that securing parental volunteers was a project that the bilingual aide and community representative worked on. At the sixth grade centers, two community representatives worked on securing parent volunteers, four community representatives worked on tutoring, and three community representatives worked on "special problems." At five of the sixth grade centers the community representatives mentioned planning and getting material.

Differences among the three types of schools were evident when the community representatives were asked the percentage of instructions they receive from principals, teachers, the Parental Involvement Coordinator, or themselves (item 4). The K-1 community representative reported receiving only an average of 8% of her instructions from the principals, while the other twelve principals provided just under 30% of the community representatives' instructions. The same was true for instructions from teachers with the K-1 schools averaging 1% and the other schools about 15%. The majority of the K-1 community representative's instruction came from the Title VII Parental Involvement Coordinator (62.5%) compared to about 25% for the K-4 community representatives and 39% for the sixth grade community representatives. Self-direction averaged around 25% for all community representatives.

Item 5 asked the community representatives how often these instructions conflict with each other. The community representative that works with the K-1 schools said that at one of her schools the instructions conflict with each other "always." At the sixth grade centers one of the community representatives stated that at one of her schools there is conflict with instructions "most of the time." At one K-1 school and one sixth grade center, the community representative reported that "sometimes" instructions conflict with each other. At the K-4 schools, two of the community representatives stated that "sometimes" instructions conflict with each other. At two of the K-1 schools, the community representative stated that the instructions conflict "almost never." At three of the K-4 schools, the community representative responded that the instructions conflict "almost never" with each other. At three of the sixth grade centers, and one K-4 school, there are "never" conflicting instructions.

Item 6 asked if the community representative was accepted as part of the faculty and staff of her school. The responses varied along the whole range of choices from "definitely not" accepted, through "partly yes, partly no," to "definitely" accepted. At one of the K-1 schools, the community representative is "definitely not" accepted as part of the faculty and staff while at two of her other schools she is "mostly not" accepted as part of the faculty and staff. The community representative responded that she is "mostly" accepted by her fourth school. At the K-4 schools, three out of six community representatives said that they were "definitely" accepted by the faculty and staff. Two other community representatives responded "mostly" accepted, and one community representative responded as "partly yes, partly no." At three of the sixth grade centers the community representative is "definitely" accepted as part of the faculty and staff. At only one sixth grade center the community representative is "mostly" not accepted, and at another sixth grade center the community representative responded "partly yes, partly no."

In response to item 7, "what kind of inservice training would you like to have?," most comments dealt with "how to" perform certain tasks such as using materials, running machines, involving parents, informing parents, conducting home visits, etc. Several felt a need to visit each other in order to share ideas.

The obstacles preventing the community representatives from doing a more efficient job described in response to item 8 are best categorized as physical, i.e. lack of a telephone, lack of work space, having more than one school and one community to serve, etc.

The areas listed as providing the most success (item 9) included home visits and parent participation in special projects. The K-1 community representative stated that at two schools there were no successes to report.

Again contrasts were evident among the three types of schools on the amount of time the community representative spends in various activities. In the K-1 schools, 80% of the community representative's time is spent in making materials and 11% in contacting parents. In the other schools, about 20% is spent making materials and about 40% contacting parents. Working in the office occupies up to 20% of some community representatives' time, but about 5% on the average. (item 10)

Item 11 asked the community representatives to state what percentage of the home visits they made which were with parents of project students. The K-1 community representative reported that all of her home visits in the three schools for which visits were made were in homes of project students. The sixth grade community representatives reported from 50% to 100% of their home visits to have been for project students. The average was 80%. In the K-4 schools, the percentages ranged from 75% to 100, with the average being about 90%.

Item 12 asked the community representatives to remember comments which parents had made about the project or the school. In all the K-4 schools, praise and support by parents for the project were reported. In the K-1 schools, parents were described as very interested in the project. Two of the sixth grade centers reported parent interest in a bilingual project at the junior high schools. Three other centers had received parent comments indicating satisfaction with the project.

Recommendations for next year, elicited by item 13, were varied. There was no central theme in the comments made. Areas mentioned include more parental involvement coordinators, more project students, more certified Spanish teachers in the sixth grade centers, more inservice for the faculty and principals, earlier community representatives training, more pay, only one campus per community representative, telephones, separate rooms, parent workshops, and sending the community representatives to college.

## Conclusions

Conclusions will be discussed in relation to the evaluation questions and decision questions stated earlier.

Evaluation Questions:

1. Have the community representatives received sufficient information and guidance in order for them to understand their role and responsibilities?

The high level of positive responses to item 1 seem to reflect a feeling by the community representatives that sufficient information and guidance has been provided. Of course, further clarification and training are still called for by their comments to later items.

2. From whom do the community representatives receive their instructions and how often do instructions from different sources conflict?

   The K-1 community representative receives her instructions almost solely from the Parental Involvement Coordinator; whereas, the others receive more direction from her but also large amounts from the principals and teachers. The amount of conflict from these sources of instructions seems to be a result of the indi-principals and schools rather than any other source. There is a wide range of degrees of conflict from none at all to very large.

3. On what activities do the community representatives spend most of their time?

   The great majority of the community representative's time in the K-1 schools is spent on making materials. The other community representatives spend one-fourth of their time contacting parents and almost as much making materials. Some work up to 20% of their time in the office of the school.

4. How much cooperation is there between the community representative and the faculty of the schools?

   The cooperation received by the community representatives from the teachers varies widely from campus to campus, as does the kind of projects on which the community representatives and the bilingual aides have cooperated. The acceptance felt by the community representatives at the schools also ranges from very minimal to maximum. The lack of cooperation and acceptance seem to be the problems of individual community representatives and schools.

5. How much of the efforts of the community representative in home visits is directed toward project and non-project students?

   Some community representatives visit as many non-project homes as project homes; however, on the average, well over three-fourths of these home visits are for project students.

6. What do the community representatives feel are their areas of greatest success as well as some of the obstacles they have encountered?

   Although two schools had no successes to report, the majority of the community representatives felt that success had been achieved in visiting homes and involving parents in special projects.

7. What kinds of inservice training would the community representatives like to receive?

   Most comments received indicate that the community representatives are interested in acquiring skills in performing the more technical aspects of their jobs (e.g. conducting home visits, running machines, using materials, etc.).

8. What comments have the community representatives received from parents about the Title VII Bilingual Project?

   The comments reported by the community representatives were all very supportive of the project and the expansion of bilingual education to more students and the junior high schools.

9. What recommendations do the community representatives have for the 1975-1976 school year?

   The community representatives did not identify one specific area of recommendations; however, their individual suggestions are very pertinent to plans for next year's community representatives' training and organization of the schools for parental involvement activities.

Decision Questions:

1. Should community representatives be budgeted and hired. If so, how should they be divided among the campuses?

   The community representatives feel that they are accomplishing their goals. Less than half of their efforts are going toward contacting and involving the parents of project students; therefore, if they are hired, more focus needs to be made upon their primary purpose. The community representatives serving multiple campuses expressed the feeling that the problems encountered by them would be less if they had only one school and one community with which to work.

2. What inservice training should be provided community representatives in order for them to carry out their duties?

   The type of inservice training which would most directly address the stated needs of the community representatives would be focused directly on the mechanics of performing their duties. No mention was made of needing more theory about bilingual education or parental involvement.

3. From whom should the community representatives' instructions come-

a parental involvement coordinator, the principal, teachers, themselves, or a combination of these?

The amount of instruction individual community representatives receive from these sources varies widely. The amount of conflict among these instructions varies also. A consistent procedure for giving the community representatives instructions would be helpful in avoiding the conflicts which currently exist.

# COMMUNITY REPRESENTATIVE INTERVIEW

TYPE OF SCHOOL: K - 1 __________

K - 4 (5)________

6 __________

1. How much information and guidance has the Title VII Parental Involvement Coordinator or the school provided you in order for you to understand your role and responsibilities as a Community Representative.

5 = very much

4 = much

3 = some

2 = a little

1 = none

2. How much have you and the classroom teachers cooperated in encouraging parental involvement?

5 - very much

4 = much

3 = some

2 = a little

1 = none

3. On what kinds of projects have you and the bilingual aide worked?

_______ home visits

_______ securing parent volunteers

_______ tutoring

_______ special problems

_______ other

4. What percentage of your instructions come from each of the following?

__________% principal

__________% teacher(s)

__________% Title VII Parental Involvement Coordinator

__________% none, self-directed

5. How often do these instructions conflict with each other?

1 = never

2 = almost never

3 = sometimes

4 = most of the time

5 = always

6. Do you feel you are accepted as part of the faculty and staff of your school?

1 = definitely no

2 = mostly no

3 = partly yes, partly no

4 = mostly yes

5 = definitely yes

7. What kind of inservice training would you like to have?

8. What are some of the obstacles that you have had that prevented you from doing your job more effectively?

9. What has been your area of most success?

10. What part of the time do you spend in:

a. contacting parents ____________%

b. working in the office__________%

c. making materials______________%

d. taking students to the _________%
doctor, to get clothes, etc.

e. attending meetings_____________%

11. Approximately how many of your home visits have been to homes of project students?

12. What comments have you received from parents about bilingual project or school?

13. Do you have any recommendations for next year?

Attachment B

## COMMUNITY REPRESENTATIVE INTERVIEW

## Frequency of Responses

TYPE OF SCHOOL: K - 1st: 4
K - 4th (5): 6
6th: 6

**Item 1**

How much information and guidance has the Title VII Parental Involvement Coordinator or the school provided you in order for you to understand your role and responsibilities as a Community Representative.

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| 5 = very much | 0 | 3 | 4 |
| 4 = much | 4 | 1 | 2 |
| 3 = some | 0 | 2 | 0 |
| 2 = a little | 0 | 0 | 0 |
| 1 = none | 0 | 0 | 0 |

**Item 2**

How much have you and the classroom teachers cooperated in encouraging parental involvement?

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| 5 = very much | 0 | 1 | 0 |
| 4 = much | 0 | 2 | 0 |
| 3 = some | 1 | 3 | 4 |
| 2 = a little | 0 | 0 | 2 |
| 1 = none | 3 | 0 | 0 |

**Item 3**

On what kinds of projects have you and the bilingual aide worked?

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| home visits | 1 | 0 | 0 |
| securing parent volunteers | 1 | 1 | 2 |
| tutoring | 0 | 0 | 4 |
| special problems | 0 | 4 | 3 |
| other | 1 | 2 | 5 |
| none | 2 | 0 | 0 |

**Item 4**

What percentage of your instructions come from each of the following?

| (mean responses) | K - 1st | K - 4th | 6th |
|---|---|---|---|
| principal | 8% | 29% | 28% |
| teacher(s) | 1% | 17% | 14% |
| Title VII Parental Involvement Coordinator | 63% | 25% | 39% |
| none, self-directed | 28% | 29% | 19% |

**Item 5**

How often do these instructions conflict with each other?

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| 1 = never | 0 | 1 | 3 |
| 2 = almost never | 2 | 3 | 0 |
| 3 = sometimes | 1 | 2 | 1 |
| 4 = most of the time | 0 | 0 | 1 |
| 5 = always | 1 | 0 | 0 |

**Item 6**

Do you feel you are accepted as part of the faculty and staff of your school?

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| 1 = definitely no | 1 | 0 | 0 |
| 2 = mostly no | 2 | 0 | 1 |
| 3 = partly yes, partly no | 0 | 1 | 1 |
| 4 = mostly yes | 1 | 2 | 0 |
| 5 = definitely yes | 0 | 3 | 3 |

### Item 7

What part of the time do you spend in:

| | K - 1st | K - 4th | 6th |
|---|---|---|---|
| contacting parents | 11% | 30% | 54% |
| working in the office | 0% | 12% | 4% |
| making materials | 80% | 22% | 18% |
| taking students to the doctor, to get clothes, etc. | 0% | 23% | 5% |
| attending meetings | 9% | 13% | 19% |

### Item 8

Approximately how many of your home visits have been to homes of project students?

| K - 1st | K - 4th | 6th |
|---|---|---|
| 99% | 92% | 76% |

## Appendix K

## Instrument Report

## Bilingual Aide Observation Form
## (SCOF)

Date/Period of Administration: K-1 Aides in December, 1974 and K-4 Aides from January 9, 1975 through January 17, 1975

Population: Teacher Aides in Title VII K-1 and K-4 Schools

Administered by: Title VII Process Evaluators

Data Collected by: Title VII Process Evaluators

## Instrument Description: Bilingual Aide Observation Form (SCOF)

Brief description of the instrument:

The SCOF is a systematic observation instrument on which classroom behaviors of instructors and students are coded at 10 second intervals. The SCOF also has a table for recording cultural references of a historical or present nature according to the ethnic groups to which reference is made.

To whom was the instrument administered?

Teacher aides in all Title VII schools

How many times was the instrument administered?

Once

When was the instrument administered?

K-1 aides were observed in December, 1974, and K-4 aides were observed from January 9, 1975 through January 17, 1975.

Where was the instrument administered?

In the Project Classrooms

Who administered the instrument?

Title VII Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation and Process Evaluators had extensive training including pilot testing of the SCOF.

Was the instrument administered under standardized conditions?

Classroom situations observed varied, but the procedures for completing the form were standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

The observation period was scheduled with the aide in advance.

Who developed the instrument?

The Office of Research and Evaluation

What reliability and validity data are available on the instrument?

Limited reliability data is available in the Office of Research and Evaluation.

Are there norm data available for interpreting the results?

No.

## Observations of Bilingual Aides

This report summarizes the data collected in observations of the Title VII Bilingual Project's teacher aides. The aides were observed working mainly with small groups of students, almost never with whole classes. Students working with the aides were very task oriented. The most frequent aide activities were questioning, giving information, and listening. These activities were conducted about three-fourths of the time in Spanish with an observed social climate which was generally supportive of the student.

### Purpose of the Observations

Observations by trained process evaluators are an essential phase of the evaluation and documentation of project activities. The data resulting from these observations provide objective descriptions of the activities of the bilingual aides and the students' reactions to these activities. The specific evaluation questions addressed by these observations follow.

1. In what instructional activities do the aides engage?
2. What percentages of these activities are in Spanish or in English?
3. How much time do the aides spend instructing individuals, small groups, and whole classes?
4. What is the social climate of the classroom during the aides' instructional activities?
5. How task oriented are the students during the aides' instructional time?

### Procedure

The observations were conducted from January 9, 1975 through January 17, 1975 for the aides in the K-4 schools and in December, 1974 for the aides in the K-1 schools. All observations were conducted by the process evaluators who scheduled convenient times during which the aides would be engaged in instructional activities. Each observation lasted from 30 to 45 minutes.

### Observation Form

Two pilot testing forms of the Systematic Classroom Observation Form (SCOF) were used. Form I (see attachment A) was used for the K-1 aides in December. Then, Form II(see attachment B), containing minor revisions, was used for the K-4 aides in January.

The SCOF is a systematic observation instrument on which classroom behaviors of instructors and students are coded at 10 second intervals. The instructor (bilingual aide) is observed for a three minute period, and then a randomly selected student is observed for three minutes. These three minute periods are alternated for the duration of the observation. Two tallies are recorded to indicate the predominant activity occurring in the preceeding 10 second interval. One tally denotes social climate and one denotes behavior. Each tally also codes the language of use at the time.

Included on the SCOF is a table for recording cultural references of a historical or present nature according to the ethnic groups to which reference is made.

### Results

The results from the cultural references matrix will be discussed for both groups of aides (K-1 and K-4); however, results from the rest of the observed areas will be separated because of the differences in the two forms used.

### Cultural References

Of the 33 observations conducted, seven (21%) had observable references. Of these references, 81% were related to the Mexican-American and were categorized mainly as displays. Only one planned reference to Mexican-American culture was observed in an on-going lesson. There was one planned reference to another culture observed. These data are included in attachment C.

### K-1 Instructional Activities

Attachment D includes the tabled results of the observations of the four K-1 bilingual aides. Table 1 divides the observation time into six categories of aide instructional activities. The percentages represent the portion of the whole time that aides were observed that the designated activity was occurring in the language indicated. For example, the 6.3% on the row for "questions" and in the column for English means that 6.3% of the total time that the K-1 aides were observed they were questioning in English. Listening and instructing were each occurring over 30% of the time with about a 4 to 1 Spanish to English split. Questioning occupied over 20%, again predominantly in Spanish. When the aides were directing students (11% of the time) an equal amount of the verbal directions were in Spanish and English.

Table 2 shows that almost all of the aides' instruction was with small groups rather than with individuals or the whole class.

The aides' contribution to the social climate of the classrooms is presented in Table 3. Sixty-one percent of the aides' activities were categorized as supportive with an additional 22.3% of the time reflecting the aides' attempting rapport with the students. Only a few scattered tallies were recorded in the negative social climate category.

The students were also observed for their contribution to the social climate of the classroom (Table 4). Seventy-five percent of the time, the students were attentive, asking for help, or receiving help. The other 25% of the time they were inattentive, talking to other students, or disruptive. When the students were listening to the aide (categories of attentive and receiving help), Spanish was the predominant language being used; however, when the student was talking (asking for help, talking to another student, being inattentive, or being disruptive), English was the predominant language.

The students were also observed for task orientation. Again the time recorded when they were on task was mostly in Spanish. When they were off task, English use and Spanish use was equivalent.

## K-4 Instructional Activities

Attachment E includes the tabled results of the observations of the K-4 bilingual aides. Table 1 divides the observation time into six categories of aide instructional activities. Approximately 20% of the observed activities were recorded into each of three categories- questioning, giving information, and listening. Directing and supervising combined accounted for 26%. The remaining time (11%) was in checking work. Only when checking work did the aides use as much English as Spanish. The other categories are very heavily Spanish dominant.

Table 2 shows that 85% of the aides' instruction was with small groups, 11% with individuals, and only 3% with the whole class.

Table 3 shows that the aide was being supportive of the students 45% of the time, neutral toward them 55%, and negative 0%.

Table 4 and 5 present the results from the observations of students working with the aides. Spanish was the predominant language in all categories except for when the students were asking for help. Both tables reveal that students were attentive and task oriented the great majority of the time they were observed.

Table 6 and 7 show the amount of Spanish and English used by the aides during instructional activities. Ortega, Dawson, and Becker teacher aides used almost all Spanish during their instructional time as evidenced by Table 6. Most of the instruction occurred in the form of group activity except for Becker and Zavala where the aides' instructional groupings were more distributed. (Table 7).

## Conclusions

The evaluation questions posed earlier will be addressed here in view of the results of the aide observations.

1. In what instructional activities do the aides engage?

   The aides' instructional time is divided about evenly into questioning, instructing (giving information), and listening. Other activities occupy a smaller percentage of time.

2. What percentages of these activities are in Spanish or in English?

   Spanish is predominant. About three times as much Spanish was used by the aides. However, when the students are talking, English is used as much or more than Spanish.

3. How much time do the aides spend instructing individuals, small groups, and whole classes?

   Almost all of the aides' time, as evidenced through these observations, is spent in small group instruction. Working with individuals occurs seldom, and working with whole classes is almost non-existent.

4. What is the social climate of the classroom during the aides' instructional activities?

   The aides are very supportive of the students and are rarely negative.

5. How task oriented are the students during the aides' instructional time?

   The students are task oriented about 80% of the time. Disruptive behavior is rare.

ATTACHMENT A

SCOP Form I

## OBSERVATION CHECKLIST

(Complete this form during 1st 10 minutes of observation, items with asterisk should also be noted at end of observation).

1. School ______________ Date ______________
2. Project Title ______________ Multiunit ______
3. Age Range or Grade Level ______________
4. Teacher's name ______________ Code # ______
5. Team Teaching Unit # ______
6. Observer ______________ Time of observation: From ______ to ______
7. # of students in classroom observed ______
8. #of teachers " " " ______
9. # of aides " " " ______ # of aides assigned ______
10. # of student teachers in classroom observed ______ # of student teachers assigned ______
11. # of other resource teachers who are being utilized by pupils of observed class during observation ______

12a. # of learning centers in classroom observed ____. Used at start ______ Used at end ______ ☐ *

b. Classroom rating for flexibility: 1 2 3 4 5

This rating is based on several considerations. Primary ones include: (1) can the furniture be easily rearranged; (2) can walls/partitions be moved; (3) are other classes close; (4) are open areas provided.

13. Subjects observed - reading, math, other ______________

14. Grouping by materials: Start ______________
Stop ______________ ☐ *

| | | |
|---|---|---|
| M- Manipulative materials (typewriters, games, counting chips,etc.) | L- Library books<br>R- Dictionaries, encyclopedias | T- Texts<br>W- Workbooks<br>D- Dittos |
| AV- Audio-visual materials<br>N- Non-instructional<br>O- Other(Identify) ______ | P- Periodicals<br>S- Self-scoring materials (flash cards,etc.) | |

15. Cultural References

| | Culture Group | | | |
|---|---|---|---|---|
| | M-A | B | A-1 | |
| Historical | | | | |
| Present | | | | |

Key: Letters may appear in any combination.

| Display/Material in terms of student involvement | Lesson/References in terms of formalization ☐ * |
|---|---|
| blank = none (no items) | blank = none (no references) |
| a = observe (isolated item (s)) | d = spontaneous (unplanned additions) |
| b = comprehend (items/theme) | e = planned (anticipated, arranged) |
| c = react/act (manipulative, student activity involved) | f = incorporated (part of larger unit) |

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Time:

Time:

Time:

Name:
Time:

Name:
Time:

Name:
Time:

Name:
Time:

Name:
Time:

R OR AIDE

CLIMATE

K-7

251

ATTACHMENT B

SCOF Form II

(Complete this form during 1st 10 minutes of observation, items with asterisk should also be noted at end of observation).

1. School ____________ Date ____________

2. Project Title ____________ Multiunit ______

3. Age Range or Grade Level ____________

4. Teacher's name ____________ Code # ______

5. Team Teaching Unit # ______

6. Observer ____________ Time of observation: From ______ to ______

7. # of students in classroom observed ______

8. #of teachers " " " ______

9. # of aides " " " ______ # of aides assigned ____

10. # of student teachers in classroom observed ______ # of student teachers assigned ______

11. # of other resource teachers who are being utilized by pupils of observed class during observation ______

12a. # of learning centers in classroom observed____. Used at start______ Used at end______ *

b. Classroom rating for flexibility: 1 2 3 4 5

This rating is based on several considerations. Primary ones include: (1) can the furniture be easily rearranged; (2) can walls/partitions be moved; (3) are other classes close; (4) are open areas provided.

13. Subjects observed - reading, math, other ____________

14. Grouping by materials: Start____________ *

Stop____________

| | | |
|---|---|---|
| M- Manipulative materials (typewriters, games, counting chips, etc.) | L- Library books<br>R- Dictionaries, encyclopedias | T- Texts<br>W- Workbooks<br>D- Dittos |
| AV- Audio-visual materials<br>N- Non-instructional<br>O- Other(Identify)______ | P- Periodicals<br>S- Self-scoring materials (flash cards, etc.) | |

15. Cultural References

| | Culture Group | | | |
|---|---|---|---|---|
| | M-A | B | A-I | |
| Historical | | | | |
| Present | | | | |

Key: Letters may appear in any combination.

| | |
|---|---|
| **Display/Materials** in terms of student involvement | **Lesson/References** in terms of formalization * |
| blank = none (no items) | blank = none (no references) |
| a = observe (isolated item (s)) | d = spontaneous (unplanned additions) |
| b = comprehend (items/theme) | e = planned (anticipated, arranged) |
| c = react/act (manipulation, student activity involved) | f = incorporated (part of larger unit) |

Notes:

Time:

Time:

Time:

Name:
Time:

Time:

Time:

Time:

Time:

K-8

Attachment C

Table 1

## CULTURAL REFERENCES

| Number of Observations | | KEY | Mexican American | | Black | | Am. Ind. | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | With References | | Historical | Present | Historical | Present | Historical | Present | Historical | Present |
| 33 | 7 | A | 4(25%) | 2(12.5%) | | | | | | |
| | | B | 3(18.7%) | 2(12.5%) | | | | | | |
| | | C | | | | | | | | |
| (100%) | (21.2%) | D | | | | | | | | |
| | | E | 1(6.3%) | 1(6.3%) | | | | | 1(6.3%) | 2(12.5%) |
| | | F | | | | | | | | |

K-9

Key: Letters may appear in any combination; more than one letter may be coded for an observation

Display/Material
in terms of student involvement

blank = none (no item(s))
a = observe (isolated item(s))
b = comprehend (items/theme)
c = react/act (manipulatives, student activity involved)

Lesson/References
in terms of formalization

blank = none (no references)
d = spontaneous (unplanned additions)
e = planned (anticipated, arranged)
f = incorporated (part of larger unit)

## Attachment D

## Observations of K-1 Aides

### Table 1

### Type of Instructional Activity

| Rank Order | Activity | Percentage of Aides' Time | | |
|---|---|---|---|---|
| | | English | Spanish | Both Languages |
| 1 | Instructs | 6.4% | 27.2% | 33.6% |
| 2 | Listens | 6.3% | 25.8% | 32.0% |
| 3 | Questions | 6.3% | 16.1% | 22.4% |
| 4 | Directs | 5.4% | 5.4% | 10.8% |
| 5 | Monitors | .3% | .7% | 1.0% |

### Table 2

### Size of Instructional Group

| Rank Order | Grouping | Percentage of Aides' Time | | |
|---|---|---|---|---|
| | | English | Spanish | Both Languages |
| 2 | Individual | 2.4% | .1% | 2.5% |
| 1 | Group | 24.1% | 73.4% | 97.5% |
| 3 | Class | 0% | 0% | 0% |

## Table 3

## Social Climate and Language Choice
(Aide Being Observed)

| Climate | Percentage of Aides' Time | | |
|---|---|---|---|
| | English | Spanish | Both Languages |
| Supports | 12.8% | 18.6% | 61.4% |
| Attempts Rapport | 5.0% | 10.5% | 15.5% |
| Neutral | 8.9% | 13.4% | 22.3% |
| Negates | .1% | .7% | .8% |

## Table 4

## Social Climate and Language Choice
(Student Being Observed)

| Climate | Percentage of Students' Time | | |
|---|---|---|---|
| | English | Spanish | Both * Languages |
| Attentive | 9.1% | 30.6% | 65.4% |
| Asks Help | 2.7% | 1.8% | 4.5% |
| Receives Help | 1.1% | 4.3% | 5.6% |
| S-S Talk | 3.1% | 2.8% | 7.5% |
| Inattentive | 3.1% | 2.7% | 12.2% |
| Disruptive | .1% | 0% | 4.8% |

*Includes tallies not identifiable by language of use.

## Table 5

## Students' Task Orientation

| Condition | Percentage of Students' Time | | |
|---|---|---|---|
| | English | Spanish | Both * Languages |
| On Task | 12.7% | 55.2% | 79.5% |
| Off Task | 3.5% | 3.5% | 17.7% |
| In Transition | 0% | 0% | .3% |
| S-L Talk | 1.0% | 0% | 2.5% |

*Includes tallies not identifiable by language of use.

## Attachment E

## Observations of K-4 Aides

### Table 1

### Type of Instructional Activity

| Rank Order | Activity | Percentage of Aides' Time | | |
|---|---|---|---|---|
| | | English | Spanish | Both Languages |
| 6 | Checks work | 6% | 5% | 11% |
| 1 | Questions | 1% | 22% | 23% |
| 3 | Listens | 1% | 18% | 19% |
| 2 | Gives Information | 4% | 17% | 21% |
| 4 | Supervises | 2% | 11% | 13% |
| 4 | Directs | 2% | 11% | 13% |

### Table 2

### Size of Instructional Group

| Rank Order | Grouping | Percentage of Aides' Time | | |
|---|---|---|---|---|
| | | English | Spanish | Both Languages |
| 2 | Individual | 2% | 9% | 11% |
| 1 | Group | 14% | 72% | 86% |
| 3 | Class | 0% | 3% | 3% |

## Table 3

### Social Climate and Language Choice
### (Aide Being Observed)

| Climate | Percentage of Aides' Time | | |
|---|---|---|---|
| | English | Spanish | Both Languages |
| Supports | 6% | 39% | 45% |
| Neutral | 6% | 49% | 55% |
| Negates | 0% | 0% | 0% |

## Table 4

### Social Climate and Language Choice
### (Student Being Observed)

| Climate | Percentage of Students' Time | | |
|---|---|---|---|
| | English | Spanish | Both Languages |
| Attentive | 9% | 70% | 79% |
| Asks Help | 1% | 0% | 1% |
| Receives Help | 0% | 3% | 4% |
| S-S Talk | 2% | 6% | 8% |
| S-L Talk | 1% | 6% | 7% |
| Inattentive | 0% | 1% | 1% |
| Disruptive | 0% | 0% | 0% |

## Table 5

### Students' Task Orientation

| Condition | Percentage of Students' Time | | |
|---|---|---|---|
| | English | Spanish | Both Languages |
| On Task | 16% | 79% | 96% |
| Off Task | 1% | 3% | 4% |
| In Transition | 0% | 0% | 0% |

## Table 6

### Total Amount of Spanish and English Instruction (Teacher Aides)

| School | % English | % Spanish | Number of Observations |
|---|---|---|---|
| Ortega | 0% | 100% | 4 |
| Dawson | 3.3% | 96.7% | 8 |
| Becker | 0% | 100% | 4 |
| Brooke | 53.4% | 46.6% | 2 |
| Zavala | 34.7% | 65.3% | 3 |
| Ridgetop | 30.6% | 69.4% | 8 |
| Average | 16.6% | 83.4% | 29 |

## Table 7

## Comparison of Schools by Size of Instructional Unit and Language of Use

(Teacher Aides)

| School | Group | | | Individual | | | Class | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Sp. | % Eng. | % Both | % Sp. | % Eng. | % Both | % Sp. | % Eng. | % Both |
| Ortega | 100% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% |
| Dawson | 91.8% | 3.3% | 95.1% | 1.5% | 0% | 1.5% | 3.4% | 0% | 3.4% |
| Becker | 49.3% | 0% | 49.3% | 50.7% | 0% | 50.7% | 0% | 0% | 0% |
| Brooke | 30.4% | 31.9% | 62.3% | 16.2% | 21.5% | 37.7% | 0% | 0% | 0% |
| Zavala | 32.7% | 25.8% | 58.5% | 6.3% | 8.9% | 15.2% | 26.3% | 0% | 26.3% |
| Ridgetop | 69.4% | 30.6% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

# Appendix L

## Instrument Report

## Systematic Classroom Observation Form (SCOF)

Date/Period of Administration: January 21, 1975 through April 8, 1975

Population: Title VII Project Teachers

Administered by: Title VII Process Evaluators

Data Collected by: Title VII Process Evaluators

## Instrument Description: Systematic Classroom Observation Form (SCOF)

Brief description of the instrument:

The SCOF is a systematic observation instrument that calls for minimum subjective judgement on the part of the observer. It is based on a series of five three minute samples of teachers' behaviors and activities. These time blocks alternate with five-three minutes samples of the behaviors and activities of randomly selected students.

To whom was the instrument administered?

All Title VII teachers

How many times was the instrument administered?

Twice for grades 1, 2, 3, and 5
Four times for grades K and 4

When was the instrument administered?

From January 21 through April 8, 1975

Where was the instrument administered?

Project classrooms

Who administered the instrument?

Process Evaluators

What training did the administrators have?

Extensive training for Process Evaluators was given in September, 1974 and December and January, 1975.

Was the instrument administered under standardized conditions?

Yes, all observations were scheduled ahead of time and the teachers were notified a week in advance.

Were there problems with the instrument or the administration that might affect the validity of the data?

The advance notification of scheduled observations may have caused teacher preparation for the observation.

Who developed the instrument?

Office of Research and Evaluation

What reliability and validity data are available on the instrument?

Interobserver ratings were correlated to obtain reliability estimates for each SCOF item. The average correlation found was .80.

Are there norm data available for interpreting the results?

No

# OBSERVATIONS OF CLASSROOMS IN TITLE VII BILINGUAL PROJECT SCHOOLS

On-going evaluation of Austin Independent School District Title VII Bilingual Project included the documentation of elementary classroom activities through observation processes designed to measure classroom characteristics, teacher behaviors, and student behaviors in the teaching-learning situation.

The following is a description of that observation process and a report on the information gathered during the observations.

## Purpose of the Observations

Observations by trained process evaluators are an essential phase of the evaluation and documentation of project activities. The data resulting from these observations provide objective descriptions of the activities of the bilingual teachers and the students reactions to these activities. The specific evaluation questions addressed by these observations follow.

1. What is the amount of English and Spanish used by the teacher and the student during instructional activities in the bilingual classroom?
2. What is the amount of cultural references used in the bilingual, team, and monolingual classrooms in project schools?
3. Are there differences in the classroom environment and activities among bilingual, team, and monolingual classes in the project schools?

## Procedure

One hundred and forty-eight observations were conducted from January 21 through April 8, 1975. All observations were conducted by the process evaluators who scheduled convenient times with the teachers. Each observation lasted from 30 to 45 minutes. Each classroom in project elementary schools, grades K-5 was observed at least two times by the process evaluators. During the 45 minute observation period, the process evaluator completed the Systematic Classroom Observation Form developed by the evaluation staff.

No information was solicited from the teacher or the student directly. All information was derived solely through observation of classroom organization and activities. At the end of each observation a reaction form was left with the teacher. The teachers were encouraged, but not required, to return the completed form by district mail to the office of Research and Evaluation.

Teachers were informed of the exact day and time they were to be observed, and principals were also notified of the week that the process evaluators were to be in their school. An announcement was posted on the bulletin boards at most schools.

## Systematic Classroom Observation Form

The Systematic Classroom Observation Form (SCOF), see Attachment A, was developed by the Office of Research and Evaluation. The SCOF is an instrument on which the classroom behaviors of instructors and students are coded at 10 second intervals. The instructor (teacher) is observed for a three minute period, and then a randomly selected student is observed for three minutes. These three minute periods are alternated for the duration of the observation. Two tallies are recorded to indicate the predominant activity occurring in the preceeding 10 second interval. One tally denotes social climate and one denotes behavior. Each tally also codes the language of use at the time.

Included in the SCOF is a table for recording cultural references of a historical or present nature according to the ethnic group to which reference is made.

The SCOF was administered by the Process Evaluators in the different project classrooms from January 21, through April 8, 1975. The process evaluators received continuous training in September, 1974, December, and January, 1975 and held meetings as a need came up to discuss problems with the SCOF and to gain new observation skills.

The classroom characteristics attended to included the number and role of the adults in the classroom, the number of students in the classroom, the grouping patterns of students (by materials, number and size of group, etc.). The portion of the instrument which measures adult behavior is systematic to assure that a minimum of subjective judgement is required of the observer. Every ten seconds, the observer codes on a standardized behavior matrix the type of behavior in which the observant is at that second engaged. The teacher behaviors measured included the amount of time spent working with groups, individuals, or the whole class and the amount of time spent asking questions, listening, giving information, etc. Adult behavior was also coded as being either neutral, supportive, or negative.

All process evaluators were involved in the pilot testing with the SCOF to find out the reliability of the data collected. Each process evaluator was paired with another process evaluator from a different project and then paired with his/her own project team member to do an observation using the SCOF. This was done approximately six times before going into the classroom to collect the data reported here. Again meetins were held to discuss the results of the reliability studies and to review the instrument.

## Results

The results will be discussed in three parts - data related to the use of Spanish and English, data related to cultural references in the classrooms, and data related to general classroom characteristics.

## Spanish and English Usage

Table 1 represents the percentage of Spanish and English instruction by Title VII Project bilingual teachers during set observation times. Zavala and Becker elementary schools had the highest observed Spanish activity with 85.4% and 85.2% of instructional activity being in Spanish respectively for each school. Only in Dawson and Ortega were bilingual teachers observed conducting more instructional activity in English than in Spanish. Dawson had 86.6% English

Only in Dawson and Ortega were bilingual teachers observed conducting more instructional activity in English than in Spanish. Dawson had 86.6% English activity and Ortega 62.9% English activity during the set observations of the bilingual teachers. Project schools averaged 55.4% instructional activity in Spanish and 44.6% instructional activity in English.

Table 2 break down the size of the instructional group and the language of use for bilingual teachers. As can be observed from Table 2 most instructional activity occurred in "group activities" for both English and Spanish. Group activities occurred 52.9% of the time, as compared to "individual activities" 29.7%, and "class activities" 17.4%. Of all activities, "group activities" in Spanish were the most predominant amounting to 34.3%.

Table 3 shows a comparison of the Title VII schools by size of the instructional units and language usage. Ridgetop had the highest amount of "group activity" in Spanish with 74% of all instruction occurring in this category. Becker followed closely with 72.9%. Brooke ranked highest in individualized instruction with 52% of instruction classified in this manner. Dawson had the highest percentage of "class" activities with 32% of all activities occurring in this manner.

Table 4 break down the type of instructional activity observed by the language of use. Over half of all observed activities for all the project schools were conducted in Spanish. The bilingual teachers' activities were coded in the category "gives information" more than any of the other categories (37.9%).

Table 5 shows the social climate and language of use present during the observations. There was a "neutral" social climate for most of the time the teachers were being observed (88.1%). When the "neutral" social climate was evident, activities were occurring in Spanish 52% of the time. Bilingual teachers used Spanish more often during the observations; however, of the 11.8% of the time when they were being supportive of the students, English was used 7.4% - well over half. No negative behvaior was observed.

Table 6 breaks down into different categories the social climate and language choice of the student during the observations. The students observed were "attentive" 78.9% of the time. There was every few "inattentive" or "disruptive" behavior. Spanish was the predominant language choice for the times the students were attentive, receiving help, or talking with the teacher. English and Spanish were about equal when students were talking together. However, English was predominant during the few times students were asking for help, inattentive, or disruptive.

Table 7 represents different levels of student task orientation. The student observed was coded as being "on task," "off task," or "in transition." Students were observed on task 91.5% of the time with over half of the time in Spanish. Off task and in transition conditions occurred less than 10% of the time. When the students were off task, however, English was the language of use almost four times as often as Spanish.

## Cultural References

Table 8 represents a comparison of bilingual, team, and monolingual classrooms for the cultural references observed. Bilingual classrooms had the highest percentage of observations documenting cultural references with 72.4%. Team classrooms had 39% and monolingual classrooms had 25%. Mexican American cultural references made up almost 80% of all observed references in Title VII Project schools for all classrooms observed. Monolingual classrooms had slightly more black cultural references. Team teachers had more Mexican American references than black or American Indian references. About 95% of all the black cultural references observed were found in team and monolingual classrooms.

The three types of cultural references coded were further classified as either of a historical nature or a present nature. Present day cultural references were more frequent in both bilingual and team classrooms for all ethnic groups. Monolingual teachers relied slightly more on historical references for Mexican American culture and present day references for both black and American Indian ethnic groups.

Table 9 breaks down these cultural references by individual project schools. The schools with a higher percentage of observations which had cultural references evident were Brooke, with 64.4%, and Zavala, with 63.2%. They were followed closely by Ortega, with 50%, and Ridgetop, also 50%. Most of the references observed related to the Mexican American (78.6%), with the exception of in Ortega where black cultural references made up 59.9% as compared to Mexican American references 36.7% Most of the Mexican American cultural references were classified as present day cultural references as compared to historical cultural references.

In Table 10 the cultural references are broken down by individual school and the type of class observed - bilingual, team, or monolingual. Bilingual classrooms had the highest percentage of observations with cultural references in all schools, followed by team and then monolingual classrooms.

## General Classroom Characteristics

The majority of the data recorded on the SCOF relate either to the on-going classroom activity or the social climate of the class. Table 11 outlines all the coded items on the form and gives the percentage of the total observation time that each category was recorded during scheduled observations. The percentages are presented for all three types of classrooms. Thirteen categories showed differences among the three types of classrooms significant at the .05 level of confidence. One other was significant at .051. Each of these 14 categories is further detailed in tables 12 through 25. These differences can be summarized as follows.

1. Students in bilingual and team classrooms were more attentive than students in monolingual classrooms.

2. Students in bilingual classrooms received more direct help from the teacher than students in team classrooms.

3. Students in bilingual classrooms talked with the teacher more than students in team classrooms.

4. Students in bilingual classes were less disruptive than students in team and monolingual classrooms.

5. Students in bilingual and team classrooms were more task oriented than students in monolingual classrooms.

6. Students in monolingual classrooms made more non-instructional moves than students in bilingual and team classrooms.

7. Teachers in bilingual and team classrooms were less negative toward their students than teachers in monolingual classrooms.

8. Teachers in bilingual and team classrooms spent a larger percentage of time in direct contact with students.

## Table 1

### Total Amount of Spanish and English Instruction

| School | % English | % Spanish | Number of Observations |
|---|---|---|---|
| Becker | 14.8% | 85.2% | 11 |
| Brooke | 46.3% | 53.7% | 22 |
| Dawson | 86.6% | 13.4% | 12 |
| Ortega | 62.9% | 37.1% | 14 |
| Ridgetop | 25.1% | 74.9% | 4 |
| Zavala | 14.6% | 85.4% | 13 |
| Average | 44.6% | 55.4% | 76 |

## Table 2

### Size of Instructional Group

| Grouping | Percentage of Teachers' Time | | |
|---|---|---|---|
| | % English | % Spanish | Both Languages |
| Individual | 14.4% | 15.3% | 29.7% |
| Group | 18.6% | 34.3% | 52.9% |
| Class | 6.3% | 11.1% | 17.4% |

## Table 3

## Comparison of Schools by Size of Instructional Unit and Language of Use

| School | Group | | | Individual | | | Class | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Sp. | % Eng. | % Both | % Sp. | % Eng. | % Both | % Sp. | % Eng. | % Both |
| Ortega | 18.3 | 43.3 | 61.6 | 8.6 | 13.0 | 21.6 | 12.6 | 4.2 | 16.8 |
| Dawson | 13.2 | 29.3 | 42.5 | 0.6 | 24.8 | 25.4 | 15.3 | 16.8 | 32.1 |
| Becker | 72.9 | 2.5 | 75.4 | 8.7 | 2.2 | 10.9 | 9.9 | 3.8 | 13.7 |
| Brooke | 15.2 | 14.7 | 29.9 | 30.9 | 21.1 | 52.0 | 10.3 | 7.8 | 18.1 |
| Zavala | 56.5 | 7.7 | 64.2 | 19.4 | 4.9 | 24.3 | 11.5 | 0.0 | 11.5 |
| Ridgetop | 74.0 | 7.5 | 81.5 | 0.0 | 17.1 | 17.1 | 0.0 | 1.4 | 1.4 |

## Table 4

## Type of Instructional Activity

| | Percentage of Teachers' Time | | |
|---|---|---|---|
| | % English | % Spanish | % Both Languages |
| Checks Work | 5.6% | 2.2% | 7.8% |
| Questions | 6.1% | 10.4% | 16.5% |
| Listens | 7.2% | 9.4% | 16.6% |
| Gives Information | 13.5% | 24.4% | 37.9% |
| Supervises | 5.3% | 7.6% | 12.9% |
| Directs | 4.5% | 3.8% | 8.3% |
| Total | 42.2% | 57.8% | 100% |

## Table 5

## Social Climate and Language Choice
(Teacher Being Observed)

| | Percentage of Teachers' Time | | |
|---|---|---|---|
| Climate | % English | % Spanish | % Both Languages |
| Supports | 7.4% | 4.4% | 11.8% |
| Neutral | 36.1% | 52.0% | 88.1% |
| Negates | 0.1% | 0.0% | 0.1% |
| Total | 43.6% | 56.4% | 100% |

## Table 6

### Social Climate and Language Choice
### (Student Being Observed)

| Climate | Percentage of Students' Time | | |
|---|---|---|---|
| | % English | % Spanish | % Both Languages |
| Attentive | 35.8% | 43.1% | 78.9% |
| Asks help | 2.2% | 0.2% | 2.4% |
| Receives help | 1.0% | 2.0% | 2.9% |
| S-S talk | 4.7% | 4.8% | 9.5% |
| S-L talk | 1.6% | 2.5% | 4.1% |
| Inattentive | 1.8% | 0.2% | 2.1% |
| Disruptive | 0.1% | 0.0% | 0.1% |
| Total | 47.2% | 52.8% | 100% |

## Table 7

### Student Task Orientation

| Condition | Percentage of Students' Time | | |
|---|---|---|---|
| | % English | % Spanish | % Both Languages |
| On Task | 40.9% | 50.6% | 91.5% |
| Off Task | 3.8% | 1.0% | 4.8% |
| In Transition | 1.6% | 2.1% | 3.7% |
| Total | 46.3% | 53.7% | 100% |

## Table 8

## CULTURAL REFERENCES OBSERVED
## COMPARISON OF BILINGUAL, TEAM, AND MONOLINGUAL CLASSROOMS

| Teacher | % Observations with References | Distribution of References | | | | | | | | | Total No. of Observations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mexican-American | | | Black | | | American - Indian | | | |
| | | Historical | Present | Both | Historical | Present | Both | Historical | Present | Both | |
| Bilingual | 72.4% | 13.4% | 45.1% | 58.5% | 0.5% | 0.5% | 1.0% | 0.5% | .0% | .5% | 76 |
| Team | 38.9% | 3.0% | 11.0% | 14.0% | 4.3% | 4.3% | 8.6% | 0.0% | 2.4% | 2.4% | 72 |
| Monolingual | 25.0% | 3.7% | 2.4% | 6.1% | 2.4% | 6.0% | 8.4% | 0.0% | .5% | .5% | 64 |

Note: Percentages represent the proportion of all references found. Bilingual plus team plus Monolingual equals 100%. Mexican American plus Black plus American Indian equals 100%.

Table 9

## CULTURAL REFERENCES OBSERVED
## SCHOOL AVERAGES

| School Observed | % Observations with References | Distribution of References: Mexican-American | | | Black | | | American-Indian | | | Total No. of Observations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Historical | Present | Both | Historical | Present | Both | Historical | Present | Both | |
| Brooke | 64.4% | 27.1% | 58.3% | 85.4% | 8.3% | 6.3% | 14.6% | 0.0% | 0.0% | 0.0% | 45 |
| Zavala | 63.2% | 28.6% | 64.3% | 92.9% | 0.0% | 0.0% | 0.0% | 0.0% | 7.1% | 7.1% | 38 |
| Ortega | 50.0% | 10.0% | 26.7% | 36.7% | 16.6% | 43.3% | 59.9% | 3.4% | 0.0% | 3.4% | 40 |
| Ridgetop | 50.0% | 15.4% | 76.9% | 92.3% | 0.0% | 0.0% | 0.0% | 0.0% | 7.7% | 7.7% | 18 |
| Becker | 29.0% | 0.0[illegible] | 86.7% | 86.7% | 13.3% | 0.0% | 13.3% | 0.0% | 0.0% | 0.0% | 31 |
| Dawson | 20.0% | 18.8% | 62.5% | 81.3% | 6.2% | 6.2% | 12.4% | 0.0% | 6.3% | 6.3% | 40 |
| Total All Schools | 46.7% | 20.1% | 58.5% | 78.6% | 7.3% | 10.4% | 17.7% | .6% | 3.1% | 3.7% | 212 |

Note: Percentages include bilingual, team, and monolingual teachers.

## Table 10

## CULTURAL REFERENCES OBSERVED BY SCHOOL AND CLASS TYPE

| School | Type of Class | Percentage of Observations with References | Percentage of School's References By Class and Group | | |
|---|---|---|---|---|---|
| | | | Mex.-Am. References | Black References | Am.-Indian References |
| Brooke | Bilingual | 81.8% | 60.4% | 0.0% | 0.0% |
| | Team | 53.3% | 18.8% | 14.5% | 0.0% |
| | Monolingual | 37.5% | 6.3% | 0.0% | 0.0% |
| Zavala | Bilingual | 92.3% | 66.7% | 0.0% | 0.0% |
| | Team | 50.0% | 11.9% | 0.0% | 7.1% |
| | Monolingual | 46.2% | 14.3% | 0.0% | 0.0% |
| Ortega | Bilingual | 71.4% | 30.0% | 6.7% | 3.3% |
| | Team | 45.5% | 6.7% | 13.3% | 0.0% |
| | Monolingual | 33.3% | 0.0% | 40.0% | 0.0% |
| Ridgetop | Bilingual | 100.0% | 53.8% | 0.0% | 0.0% |
| | Team | 40.0% | 30.8% | 0.0% | 0.0% |
| | Monolingual | 25.0% | 7.7% | 0.0% | 7.7% |
| Becker | Bilingual | 54.5% | 80.0% | 0.0% | 0.0% |
| | Team | 18.2% | 6.6% | 6.6% | 0.0% |
| | Monolingual | 11.1% | 0.0% | 6.6% | 0.0% |
| Dawson | Bilingual | 41.7% | 68.8% | 0.0% | 0.0% |
| | Team | 23.1% | 12.5% | 12.5% | 6.2% |
| | Monolingual | 0.0% | 0.0% | 0.0% | 0.0% |

### Table 11
### PERCENTAGE OF OBSERVATION TIME IN WHICH SPECIFIC ACTIVITIES WERE OBSERVED

| | Percentage of Time Observed | | |
|---|---|---|---|
| Category and Activity | Bilingual Class | Team Class | Monolingual Class |
| A. Student Social Climate: | | | |
| Student Attentive* | 80.1250% | 80.1000% | 73.0964% |
| Asks help | 00.7917% | 00.5500% | 00.6867% |
| Receives help* | 02.8611% | 01.1125% | 01.9398% |
| Student-student talk | 09.7083% | 12.1375% | 12.5904% |
| Student-leader talk* | 04.3333% | 02.7125% | 03.8072% |
| Inattentive* | 01.9583% | 02.7375% | 07.4819% |
| Disruptive* | 00.0141% | 00.4430% | 00.2530% |
| B. Task Orientation: | | | |
| On task* | 92.2083% | 91.6750% | 82.4217% |
| Off task* | 04.1806% | 05.2405% | 13.0843% |
| In transition | 03.7083% | 04.0633% | 04.4699% |
| C. Movement: | | | |
| Teacher directed instructional move | 00.1528% | 00.1519% | 00.3012% |
| Teacher directed non-instructional moves | 00.0139% | 00.2530% | 00.0843% |
| Student directed instructional moves | 00.3750% | 00.5696% | 00.5904% |
| Student directed* non-instructional moves | 00.0278% | 00.0253% | 00.3902% |

| Category and Activity | Bilingual Class | Team Class | Monolingual Class |
|---|---|---|---|
| D. Instructional: | | | |
| Checks group work | 02.2727% | 01.0482% | 00.8333% |
| Questions group | 08.4026% | 06.0482% | 06.4444% |
| Listens to group | 06.9610% | 08.7831% | 07.6111% |
| Gives information to group* | 18.5844% | 12.8072% | 13.7667% |
| Supervises group | 06.5065% | 06.7831% | 06.0111% |
| Directs group | 05.3377% | 04.5422% | 05.8444% |
| Checks individuals' work | 04.1688% | 04.5783% | 07.0556% |
| Questions individuals | 04.5714% | 05.4096% | 05.8202% |
| Listens to individuals | 10.4026% | 07.9759% | 07.6667% |
| Gives information to individuals | 09.1299% | 11.6386% | 10.4222% |
| Directs individuals* | 02.8831% | 04.0843% | 05.7778% |
| Checks class work | 00.5195% | 00.5060% | 00.3333% |
| Questions class | 02.0519% | 02.5301% | 01.8000% |
| Listens to class | 02.1169% | 01.6988% | 01.5444% |
| Gives information to class | 05. 8052% | 06.2530% | 04.1333% |
| Supervises class | 04.2338% | 06.6867% | 03.9111% |
| Directs class | 01.8961% | 03.6145% | 03.1000% |
| Non-instructional | 03.9740% | 04.3976% | 06.4333% |
| E. Social Climate: | | | |
| Supports | 09.4545% | 11.8313% | 07.5444% |
| Neutral | 89-1429% | 87.9639% | 89.2778% |
| Negates* | 00.1558% | 00.3976% | 03.1444% |

| Category and Activity | Bilingual Class | Team Class | Monolingual Class |
|---|---|---|---|
| F. Instructional Time: | | | |
| Teacher time with, individuals | 31.2468% | 33.7952% | 36.7528% |
| Teacher time with groups | 48.1169% | 40.0964% | 40.7333% |
| Teacher time with class | 16.7273% | 21.3373% | 14.9222% |
| Teacher time with individuals and groups | 79.3377% | 73.8916% | 77.1111% |
| Teacher time with individuals,group, class* | 96.1039% | 95.3012% | 92.0222% |
| C. Total Instructional Time: | | | |
| Total checking work | 06.9481% | 06.1566% | 08.2667% |
| Total questioning | 15.0519% | 14.0000% | 14.2584% |
| Total listening | 19.4675% | 18.5060% | 16.8667% |
| Total giving* information | 33.6364% | 30.6627% | 28.4222% |
| Total supervisory | 10.7662% | 13.5060% | 09.9778% |
| Total directs * | 10.1948% | 12.3253% | 14.8111% |

*The differences in observed percentages for these items were significant beyond the .05 level. See additional tables for further breakdowns of these.

## Table 12

CATEGORY: Student Social Climate

ACTIVITY: Student Attentive

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 80.1% | – | .991 | .004* |
| Team | 80.1% | .991 | – | .004* |
| Mono-lingual | 73.1% | .004* | .004* | – |

## Table 13

CATEGORY: Student Social Climate

ACTIVITY: Receives Help

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 2.86% | – | .012* | .252 |
| Team | 1.11% | .012* | – | .120 |
| Mono-lingual | 2.86% | .252 | .120 | – |

## Table 14

CATEGORY: Student Social Climate

ACTIVITY: Student-teacher talk

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 4.33% | - | .049* | .541 |
| Team | 2.71% | .049* | - | .141 |
| Mono-lingual | 3.81% | .541 | .141 | - |

## Table 15

CATEGORY: Student Social Climate

ACTIVITY: Inattentive

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 2.0% | - | .286 | .000* |
| Team | 2.7% | .286 | - | .000* |
| Mono-lingual | 7.5% | .000* | .000* | - |

## Table 16

CATEGORY: Student Social Climate

ACTIVITY: Disruptive

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | .0141% | – | .050* | .038* |
| Team | .4430% | .050* | – | .435 |
| Mono-lingual | .2530% | .038* | .435 | – |

## Table 17

CATEGORY: Student Social Climate

ACTIVITY: On Task

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 92.2% | – | .782 | .000* |
| Team | 91.6% | .728 | – | .000* |
| Mono-lingual | 82.4% | .000* | .000* | – |

## Table 18

CATEGORY: Student Social Climate

ACTIVITY: Off Task

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 4.18% | - | .403 | .000* |
| Team | 5.24% | .403 | - | .000* |
| Mono-lingual | 13.08% | .000* | .000* | - |

## Table 19

CATEGORY: Student Movement

ACTIVITY: Student Non-Instructional Moves

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | .0278% | - | .926 | .000* |
| Team | .0253 | .926 | - | .000* |
| Mono-lingual | .3902 | .000* | .000* | - |

## Table 20

CATEGORY: Instructional

ACTIVITY: Gives Information To Group

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 18.58 | – | .046 * | .098 |
| Team | 12.80 | .046 * | -- | .684 |
| Mono-lingual | 13.76 | .098 | .684 | – |

## Table 21

CATEGORY: Instructional

ACTIVITY: Directs Individuals

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 2.88% | – | .208 | .002* |
| Team | 4.08% | .208 | – | .072 |
| Mono-lingual | 5.77% | .002* | .072 | – |

## Table 22

CATEGORY: Social Climate

ACTIVITY: Negates

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 0.1558% | - | .109 | .000* |
| Team | 0.3976% | .109 | - | .000* |
| Mono-lingual | 3.1400% | .000* | .000* | - |

## Table 23

CATEGORY: Instructional

ACTIVITY: Teacher Time With Individual, Group, Class

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 96.1% | - | .486 | .010* |
| Team | 95.3% | .486 | - | .048* |
| Mono-lingual | 92.0% | .010* | .048* | - |

## Table 24

CATEGORY: Instructional

ACTIVITY: Giving Information, Total

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 33.6% | – | .263 | .051 |
| Team | 30.6% | .263 | – | .332 |
| Mono-lingual | 28.4% | .051 | .332 | – |

## Table 25

CATEGORY: Instructional

ACTIVITY: Directs, Total

| Group | % of Total Observation Time This Category Was Checked | P For Group vs. Bilingual Classes | P For Group vs. Team Classes | P For Group vs. Monolingl. Classes |
|---|---|---|---|---|
| Bilingual | 10.1% | – | .254 | .017* |
| Team | 12.3% | .254 | – | .156 |
| Mono-lingual | 14.8% | .017* | .156 | – |

# SYSTEMATIC CLASSROOM OBSERVATION FORM (SCOF)

Col.

**ATTACHMENT A** COF1275 1-7

School________________________ Date__________________

Observer________________________

Teacher________________________

Aide________________________

Time of Observation: From__________ To__________ ★

No. of learning centers used
at start__________;
★at end__________.

Classroom rating for flexibility (low 1 2 3 4 5 high). This rating is based on several considerations. Primary ones include: (1) can the furniture be easily rearranged; (2) can walls/partitions be easily rearranged; (3) are other classes close; (4) are open areas provided.

6 year olds and 1st graders = 1; 7 year olds and 2nd graders = 2; etc.

| | | | |
|---|---|---|---|
| School Code | /__/__/__/ | 8-10 | |
| Observation Number | /__/__/__/ | 11-13 | * |
| Observer Code | /__/__/ | 14-15 | * |
| Teacher Code | /__/__/ | 16-17 | * |
| Aide Code | /__/__/ | 18-19 | * |
| Length of observation (minutes) | /__/__/ | 20-21 | * |
| No. of learning centers in classroom | /__/__/ | 22-23 | |
| Average no. of learning centers used | /__/__/ | 24-25 | * |
| No. of students in classroom | /__/__/__/ | 26-28 | |
| No. of teachers in classroom | /__/__/ | 29-30 | |
| No. of aides in classroom | /__/ | 31 | |
| No. of student teachers in classroom | /__/ | 32 | |
| No. of other instructional adults in classroom | /__/ | 33 | |
| Elementary = 1; Secondary = 2 | /__/ | 34 | * |
| Title I = 1; Non-Title I = 2; Sixth Grade Schools = 3; Secondary = 4 | /__/ | 35 | * |
| IGE = 1; IGE Comparison = 2; Open Class = 3; neither of these = 4 | /__/ | 36 | * |
| ESAA Bilingual = 1; Title VII Bilingual = 2; none of these = 3 | /__/ | 37 | * |
| Project Assist = 1; general aide group = 2; no aide group= 3; neither = 4 | /__/ | 38 | * |
| Predominant age range or grade level (K=0) | /__/ | 39 | |
| Team teaching unit no. (IGE schools only) | /__/__/ | 40-41 | * |
| Predominant subject taught during observation period: 1 = language arts; 2 = math; 3 = science; 4 = social studies; 5 = art; 6 = other. | /__/ | 42 | |
| Flexibility Rating | /__/ | 43 | |
| No. students using manp. mats. | /__/__/ | 44-45 | * |
| No. students using educ. games | /__/__/ | 46-47 | * |
| No. students using AV materials | /__/__/ | 48-49 | * |
| No. students using library books | /__/__/ | 50-51 | * |
| No. students using references | /__/__/ | 52-53 | * |
| No. students using periodicals | /__/__/ | 54-55 | * |
| No. students using SS materials | /__/__/ | 56-57 | * |
| No. students using texts | /__/__/ | 58-59 | * |
| No. students using workbooks | /__/__/ | 60-61 | * |
| No. students using dittos | /__/__/ | 62-63 | * |
| No. students using art materials | /__/__/ | 64-65 | * |
| No. students using other mats. | /__/__/ | 66-67 | * |
| Average no. of groups | /__/__/./__/ | 68-71 | * |
| Average size of groups | /__/__/./__/ | 72-75 | * |
| Total no. of minutes adult observed | /__/__/ | 76-77 | * |
| Total no. of minutes children observed | /__/__/ | 78-79 | * |
| Bilingual = 1; Team = 2; Monolingual = 3 | /__/ | 80 | |

| GROUPING BY MATERIALS | START | ★END |
|---|---|---|
| Manipulative materials, i.e., typewriters | | |
| Educational games | | |
| Audio-visual materials | | |
| Library books | | |
| Dictionaries, encyclopedias, etc. | | |
| Periodicals | | |
| Self-scoring materials | | |
| Texts | | |
| Workbooks | | |
| Dittos | | |
| Art materials | | |
| Other | | |

COMMENTS:

END OF CARD # .

(TEACHER
OR AIDE)
**INSTRUCTIONAL:**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| GROUP | | CARD #2 | c.c. | | BLANK | c.c.<br>50 | CARD #3 | c.
| | | COF2275 | 1-7 | | | | COF3275 | 1-
| Checks work | | Checks work | | | Checks work | | | |
| Questions | | Questions | | | Questions | | | |
| Listens | | Listens | | | Listens | | | |
| Gives info | | Gives info | | | Gives info | | | |
| Supervises | | Supervises | | | Supervises | | | |
| Directs | | Directs | | | Directs | | | |
| INDIVIDUAL | School Code | / / / / | 8-10 | School Code | | | / / / / | 5-1 |
| Checks work | | Checks work | | | Checks work | | | |
| Questions | | Questions | | | Questions | | | |
| Listens | | Listens | | | Listens | | | |
| Gives info | | Gives info | | | Gives info | | | |
| Directs | | Directs | | | Directs | | | |
| CLASS | Observation Number | / / / / | 11-13 | Observation Number | | | / / / / | 11- |
| Checks work | | Checks work | | | Checks work | | | |
| Questions | | Questions | | | Questions | | | |
| Listens | | Listens | | | Listens | | | |
| Gives info | | Gives info | | | Gives info | | | |
| Supervises | | Supervises | | | Supervises | | | |
| Directs | | Directs | | | Directs | | | |
| NON-INSTRUCT. | | NON-INSTRUCT. | | | NON-INSTRUCT. | | | |
| SOCIAL CLIMATE: | | BLANK | 14-19 | | | | BLANK | 14- |
| Supports | | Supports | | | Supports | | | |
| Neutral | | Neutral | | | Neutral | | | |
| Negates | | Negates | | | Negates | | | |
| (STUDENT) | M=1, F=2 Sex | / / | 20 | M=1, F=2 Sex | / / | 51 | / / | 20 |
| SOCIAL CLIMATE: | A=1, B=2, C=3, O=4 Ethnicity | / / | 21 | A=1, B=2, C=3, O=4 Ethnicity | / / | 52 | / / | 21 |
| Attentive | | / / / | 22-23 | | / / / | 53-54 | / / / | 22- |
| Asks help | | / / / | 24-25 | | / / / | 55-56 | / / / | 24- |
| Receives help | | / / / | 26-27 | | / / / | 57-58 | / / / | 26- |
| S-S talk | | / / / | 28-29 | | / / / | 59-60 | / / / | 28- |
| S-L talk | | / / / | 30-31 | | / / / | 61-62 | / / / | 30- |
| Inattentive | | / / / | 32-33 | | / / / | 63-64 | / / / | 32- |
| Disruptive | | / / / | 34-35 | | / / / | 65-66 | / / / | 34- |
| INSTRUCTIONAL: | | | | | | | | |
| On task | | / / / | 36-37 | | / / / | 67-68 | / / / | 36- |
| Off task | | / / / | 38-39 | | / / / | 69-70 | / / / | 38- |
| In transition | | / / / | 40-41 | | / / / | 71-72 | / / / | 40- |
| MOVES T/D Instr | | / / / | 42-43 | | / / / | 73-74 | / / / | 42- |
| MOVES T/D Non-Instr | | / / / | 44-45 | | / / / | 75-76 | / / / | 44- |
| MOVES S/D Instr | | / / / | 46-47 | | / / / | 77-78 | / / / | 46- |
| MOVES S/D Non-Instr | | / / / | 48-49 | | / / / | 79-80 | / / / | 48- |
| | | | | | END OF CARD 2 | | | |

L-26

| | | | | | | |
|---|---|---|---|---|---|---|
| **(TEACHER OR AIDE)**<br>**INSTRUCTIONAL:** | Teacher = 1, Aide = 2<br>A = 1, B = 2, C = 3, Other = 4<br>M = 1, F = 2 | | c.c. | | CARD #4 | c.c. |
| | | | | | COF4275 | 1-7 |
| | | | | School Code | / / / / | 8-10 |
| GROUP | | BLANK | 50 | Observation Number | / / / / | 11-13 |
| Checks work | | Checks work | | | / / / | 14-15 |
| Questions | | Questions | | | / / / | 16-17 |
| Listens | | Listens | | | / / / | 18-19 |
| Gives info | | Gives info | | | / / / | 20-21 |
| Supervises | | Supervises | | | / / / | 22-23 |
| Directs | | Directs | | | / / / | 24-25 |
| INDIVIDUAL | | | | Teacher or Aide | ▨ / | 26 |
| Checks work | | Checks work | | | / / / | 27-28 |
| Questions | | Questions | | | / / / | 29-30 |
| Listens | | Listens | | | / / / | 31-32 |
| Gives info | | Gives info | | | / / / | 33-34 |
| Directs | | Directs | | | / / / | 35-36 |
| CLASS | | | | Ethnicity | ▨ / | 37 |
| Checks work | | Checks work | | | / / / | 38-39 |
| Questions | | Questions | | | / / / | 40-41 |
| Listens | | Listens | | | / / / | 42-43 |
| Gives info | | Gives info | | | / / / | 44-45 |
| Supervises | | Supervises | | | / / / | 46-47 |
| Directs | | Directs | | | / / / | 48-49 |
| NON-INSTRUCTIONAL | | NON-INSTRUCT. | | | / / / | 50-51 |
| SOCIAL CLIMATE: | | | | Sex | ▨ / | 52 |
| Supports | | Supports | | | / / / | 53-54 |
| Neutral | | Neutral | | | / / / | 55-56 |
| Negates | | Negates | | | / / / | 57-58 |
| | | | | | END CARD4; GO5 | |
| | | | | | COF5275 | 1-7 |
| | | | | School Code | / / / / | 8-10 |
| | | | | Observation Number | / / / / | 11-1 |
| (STUDENT) | M=1, F=2 Sex | ▨ / | 51 | M=1, F=2 Sex | ▨ / | 14 |
| SOCIAL CLIMATE: | A=1, B=2, C=3, O=4 Ethnicity | ▨ / | 52 | A=1, B=2, C=3, O=4 Ethnicity | ▨ / | 15 |
| Attentive | | / / / | 53-54 | | / / / | 16-17 |
| Asks help (I or A) | | / / / | 55-56 | | / / / | 18-19 |
| Receives help(TorA) | | / / / | 57-58 | | / / / | 20-21 |
| S-S talk | | / / / | 59-60 | | / / / | 22-23 |
| S-L talk | | / / / | 61-62 | | / / / | 24-25 |
| Inattentive | | / / / | 63-64 | | / / / | 26-27 |
| Disruptive | | / / / | 65-66 | | / / / | 28-29 |
| INSTRUCTIONAL: | | ▨ | ▨ | | ▨ | ▨ |
| On task | | / / / | 67-68 | | / / / | 30-31 |
| Off task | | / / / | 69-70 | | / / / | 32-33 |
| In transition | | / / / | 71-72 | | / / / | 34-35 |
| DWES S/D/T/D Instr | | / / / | 73-74 | | / / / | 36-37 |
| DWES S/D/T/D Non-Instr | | / / / | 75-76 | | / / / | 38-39 |
| S/D Instr | | / / / | 77-78 | | / / / | 40-41 |
| S/D Non-Instr | | / / / | 79-80 | | / / / | 42-43 |
| | | END OF CARD 3 | | | END CARD 5 | |

CULTURAL REFERENCES

| | M-A | B | A-I |
|---|---|---|---|
| Historical | | | |
| Present | | | |

Key: Letters may appear in any combination

**Display/Material**
in terms of student involvement

blank = none (no items)
a = observe (isolated item(s))
b = comprehend (items/theme)
c = react/act (manipulatives, student activity involved)

**Lesson/References**
in terms of formalization

blank = none (no references)
d = spontaneous (unplanned additions)
e = planned (anticipated, arranged)
f = incorporated (part of larger unit)

Notes:

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RETURN TO PAGE #1 AND COMPLETE THE ITEMS INDICATED WITH A STAR (*)

# Appendix M

## Instrument Report

## Parent Interview Form

Date/Period of Administration: November, 1974 and March, 1975

Population: A Random Sample of Parents of Project Students

Administered by: Title VII Community Representatives

Data Collected by: Title VII Evaluation Staff

# PARENT INTERVIEWS

## Spring, 1975

As part of the evaluation of the Parental Involvement Component of the Title VII Bilingual Project, a random sample of parents of project students were interviewed in November, 1974. Between April 15 and May 30, 1975 all the parents that were interviewed in November, 1974 and that were available were re-interviewed. In addition, a random sample of parents not previously interviewed were interviewed. The purpose of the interviews was to measure the degree of home support for project students' school activities and learning goals and the degree of change in this support as a result of project activities. This report summarizes the findings of the pre and post interviews. Parents interviewed in the fall expressed a general support of and knowledge of their children's school activities and learning goals. Several areas for concentration of effort by the Parental Involvement Component were identified, including recognition of school personnel, communication to parents about the Title VII Project, communication among parents about school activities, udnerstanding by parents of bilingual education, and willingness of parents to visit school even when not specifically invited. (See Formative Evaluation Report Number 8) This report will focus on comparisons of the fall and spring interviews.

## Purpose

One of the objectives of the Title VII Bilingual Project is to increase the home support by project students' parents of their children's learning goals and activities. In order to measure this objective, a random sample of parents of project students were interviewed in the fall. The spring interview included all the parents that were interviewed in the fall and that were accessible plus a random sample of parents not previously interviewed. The two basic evaluation questions that were addressed by the interviews were:

1. As a result of the activities of the Title VII Project, did parental attitude toward and knowledge of school activities move in a more positive direction?

2. In what areas of attitude and/or knowledge might the community representatives focus their efforts in attempting to improve parental knowledge levels and attitudes.

## Procedure

The staff of the Office of Research and Evaluation selected a sample of project students and the Title VII community representatives interviewed their parents. The community representative received training before the fall interview in the purpose of the interviews and procedures for conducting them. This training was provided by the project's Parental Involvement Coordinator and Evaluator. Discussion and role playing activities were utilized. Interviews were then scheduled by the community representatives and conducted at convenient times in the parents' homes, except for a few that were conducted by phone when scheduling an in-home interview was too difficult. Parents were able to choose whether to be interviewed in English or in Spanish. Many interviews were completed at night for working parents. The fall interviews were completed during the first two weeks of November, 1974. The spring interviews were conducted between April 15 and May 30, 1975. Baker and Read sixth grade centers were not represented in the fall interviews since their community representative was not hired until January, 1975. Baker and Read sixth grade centers were included in the spring interviews. Interviews were conducted when both the mother and father were present if possible; however, in most cases only the mother was available.

## Interview Form

The Parent Interview Form (See Attachment A) was developed by the Office of Research and Evaluation for the fall interview. The same form was used for the spring interviews. The fourteen items were carefully selected from previous parent interview forms to ensure a range of responses from positive to negative. Items which historically yield over 90% positive responses were not included. Both Spanish and English versions were printed for the convenience of the parents.

## Sampling

Classroom rosters were used to randomly select the students whose parents were to be interviewed. The sample was stratified by sex, school, and grade level. The community representatives were each furnished a list of sixteen students and four alternates, in case some parents were inaccessible. The same parents who were interviewed in the fall were reinterviewed in the spring whenever possible. In addition, each community representative interviewed twelve more parents, six per grade level per school.

Because of the time and expense of home interviews, only kindergarten, third grade, and sixth grade parents were sampled.

## Results

The interviews were identified by the grade level of the student represented, then analyzed using an analysis of variance design with two between groups comparisons. Responses were compared among parents of kindergarten, third grade, and sixth grade students. Then responses of parents interviewed in the fall were compared to those of parents interviewed in the spring.

Table 1 shows the responses given to item one on the interview form. Overall, 87% of the parents knew the name of their child's teacher in the fall and 92% knew the name in the spring. This gain was not statistically significant. However, the reason for this can be discovered by looking at the interaction of grade level and time of year. The kindergarten parents actually showed a decline in knowledge of their children's teachers' names; whereas, gains were made by parents of third and sixth grade students. This interaction was significant beyond the .01 level of confidence.

The responses to item 2, knowledge of the bilingual teacher aide's name, are summarized in Table 2. Here a significant gain from fall to spring was evident as knowledge level went from 24% to 45%. Again the differences among the grade levels was significant. This time with the kindergarten parents showing a greater gain and a higher knowledge level.

Knowledge of the principal's name also showed a significant increase from fall to spring as shown in Table 3. The interaction was again significant because of the tremendous gain by the sixth grade parents. This is understandable since all the sixth grade students were enrolled in new schools.

When parents were asked whether they had a place arranged for their child to do his/her homework, the percentage responding "yes" increased significantly from 90% in the fall to 96% in the spring (see Table 4). Interestingly, of the 83 parents of sixth grade students, all 83 responded "yes."

Item 5, summarized in Table 5, asked parents if they felt that they should visit school only when asked to come. The preferred response was "no." In the fall, 72% said "no," and in the spring 81% said "no." This was a significant increase. However, the sixth grade parents' responses changed markedly from 60% to 88%, more than the responses of other parents.

When asked if they had visited their child's school this year, there was a significant increase, beyond the .1 level of confidence, in "yes" responses from 70% in the fall to 76% in the spring (see Table 6).

There was not a significant increase in the frequency with which parents discuss their child's schoolwork with him/her (see Table 7).

In the fall, 46% of the parents reported having discussed with other parents things happening in their child's school. In the spring, 56% reported discussions. This gain was not significant beyond the .1 level of confidence.

The frequency of reading notices and letters from school increased significantly as evidenced by the responses to item 9 reported in Table 9.

An item on which the gain recorded was not significant was number 10 (see Table 10). Parents favor notices and letters being sent in both Spanish and English by more than 5 to 1.

There was not a significantly higher frequency reported by parents in the spring in discussing their child's report card with him/her (see Table 11). Among the grade levels the differences were significant with sixth grade parents discussing report cards more frequently.

How well parents understand bilingual education improved from fall to spring significantly as evidenced by the responses to item 12 reported in Table 12. However, their approval of bilingual education remained constant (see Table 13). Interestingly, sixth grade parents reported significantly higher levels of approval for bilingual eduation than did other parents.

When asked if prior to the interview, had they been informed about the Bilingual Program and what it was doing, parents responded "yes" 60% of the time in the fall and 83% in the spring. This gain was significant. The gains were constant for all three groups of parents; however, the sixth grade parents responded "yes" much less frequently - 43% in the fall and 64% in the spring. (see Table 14)

Because some parents were interviewed in the fall and again in the spring and some parents were interviewed only once in the spring, it is possible to investigate the effects of being interviewed in the fall upon the parents.

Tables 15-28 display the summarized responses of parents interviewed in the spring only and parents interviewed in the fall and the spring. It was predicted that parents interviewed both times would give more positive responses, therefore, a one-tailed t test was performed on the groups' mean responses to determine if observed differences were significant beyond the .05 level of confidence.

Eight of the fourteen items showed significantly more favorable responses on the part of the parents interviewed twice. The areas explored by these items are:

1. Knowledge of their child's teacher's name
2. Knowledge of their child's aide's name
3. Knowledge of their child's principal's name
4. Willingness to visit school when not specifically invited
5. Discussing school activities with other parents
6. Understanding bilingual education
7. Being informed by the school about the bilingual program

Five of the items produced no significant differences between the two groups of parents.

1. Actual visits to the school
2. Frequency of discussions about schoolwork with their child
3. Reading notices and letters from school
4. Wanting letters and notices to be in Spanish and English
5. Frequency of discussing their child's report card with him/her

One item showed a significant difference in favor of the group interviewed only in the spring. The spring only group favored bilingual education for their children more than did the spring and fall group.

## Conclusions

Parents are very supportive of school activities and bilingual education. Over the project year, parents became even more positive in their responses to the interview questions.

As a treatment, interviewing parents early in the school year seems to have effected higher knowledge levels about school activities and more positive attitudes about the school.

# TABLED RESPONSES OF PARENTS
# OF TITLE VII PROJECT STUDENTS
# NOVEMBER AND MAY INTERVIEWS

## Table 1

Item 1: What is ___________'s teacher name?

| | PERCENTAGE OF CORRECT RESPONSES | | | | |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 84 | 94.0% | 108 | 86.1% | - 7.9 |
| Third Grade | 66 | 78.8% | 90 | 92.2% | +13.4 |
| Sixth Grade | 53 | 88.7% | 83 | 96.4% | + 7.7 |

| | |
|---|---|
| Probability that group means are equal | .1154 |
| Probability that the pre and post means are equal | .1136 |
| Probability of no interaction among groups and change | .0063 |

## Table 2

Item 2: What is __________ 's teacher aide's name?

| | PERCENTAGE OF CORRECT RESPONSES | | | | |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 84 | 28.6% | 108 | 67.6% | +39.0% |
| Third Grade | 66 | 16.7% | 90 | 33.3% | +16.6% |
| Sixth Grade | 53 | 22.6% | 82 | 34.1% | +11.5% |

| | |
|---|---|
| Probability that group means are equal | .0001 |
| Probability that the pre and post means are equal | .0000 |
| Probability of no interaction among groups and change | .0186 |

## Table 3

Item 3: What is _________'s principal's name?

| | PERCENTAGE OF CORRECT RESPONSES | | | | |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 84 | 73.8% | 108 | 75.9% | + 2.1 |
| Third Grade | 66 | 66.7% | 90 | 87.8% | +21.1 |
| Sixth Grade | 53 | 37.8% | 82 | 86.8% | +49.0 |

| | |
|---|---|
| Probability that group means are equal | .0037 |
| Probability that the pre and post means are equal | .0000 |
| Probability of no interaction among groups and change | .0000 |

## Table 4

Item 4: Have you and _________ arranged for a place where he/she can do his/her homework?

| | PERCENTAGE OF "YES" RESPONSES | | | | |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 83 | 80.7% | 107 | 92.5% | +11.8% |
| Third Grade | 66 | 92.4% | 88 | 96.6% | + 4.2% |
| Sixth Grade | 52 | 98.0% | 83 | 100% | + 2.0% |

| | |
|---|---|
| Probability that group means are equal | .0002 |
| Probability that pre and post means are equal | .0100 |
| Probability of no interaction among groups and change | .1879 |

## Table 5

Item 5: Do you think parents should visit their children's school only when asked to come by the principal, counselor, or teacher?

| Parent Group | PERCENTAGE OF "NO RESPONSES |  |  |  |  |
|---|---|---|---|---|---|
|  | N | November,1974 | N | May, 1975 | Change |
| Kindergarten | 83 | 73.5% | 104 | 78.9% | + 5.4% |
| Third Grade | 62 | 80.7% | 86 | 76.8% | - 3.9% |
| Sixth Grade | 48 | 60.5% | 81 | 87.7% | +27.2% |

| | |
|---|---|
| Probability that group means are equal | .6379 |
| Probability that pre and post means are equal | .0157 |
| Probability of no interaction among groups and change | .0052 |

## Table 6

Item 6: Have you visited __________'s school this year (since August, 1974)?

| Parent Group | PERCENTAGE OF "YES" RESPONSES |  |  |  |  |
|---|---|---|---|---|---|
|  | N | November,1974 | N | May, 1975 | Change |
| Kindergarten | 84 | 83.3% | 103 | 79.7% | - 3.6% |
| Third Grade | 63 | 66.7% | 87 | 81.7% | +15.0% |
| Sixth Grade | 51 | 58.9% | 81 | 68.0% | + 9.1% |

| | |
|---|---|
| Probability that group means are equal | .0018 |
| Probability that pre and post means are equal | .0934 |
| Probability of no interaction among groups and change | .1595 |

## Table 7

Item 7: How often do you discuss ___________'s schoolwork with him/her?

| Often | Sometimes | Seldom | Never |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

|  | MEAN RESPONSE |  |  |  |  |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 82 | 3.62 | 103 | 3.72 | + .10 |
| Third Grade | 64 | 3.53 | 89 | 3.69 | + .16 |
| Sixth Grade | 48 | 3.79 | 82 | 3.78 | - .01 |

| | |
|---|---|
| Probability that group means are equal | .0478 |
| Probability that pre and post means are equal | .1304 |
| Probability of no interaction among groups and change | .4523 |

## Table 8

Item 8: Have you discussed with other parents things happening in __________'s school this year?

|  | PERCENTAGE OF "YES" RESPONSES |  |  |  |  |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 82 | 53.7% | 101 | 67.3% | +13.6% |
| Third Grade | 61 | 42.7% | 87 | 55.2% | +12.5% |
| Sixth Grade | 44 | 41.0% | 81 | 45.7% | + 4.7% |

| | |
|---|---|
| Probability that group means are equal | .0121 |
| Probability that pre and post means are equal | .0300 |
| Probability of no interaction among groups and change | .7174 |

## Table 9

Item 9: Do you read the letters and notices sent home by__________'s school?

| Always | Most of the Time | Sometimes | Never |
|---|---|---|---|
| 1______________ | 2 ______________ | 3 ______________ | 4 |

| Parent Group | MEAN RESPONSE | | | | |
|---|---|---|---|---|---|
| | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 84 | 3.33 | 103 | 3.44 | + .11 |
| Third Grade | 65 | 3.72 | 84 | 3.79 | + .07 |
| Sixth Grade | 50 | 3.64 | 80 | 3.67 | + .03 |

| | |
|---|---|
| Probability that group menas are equal | .3299 |
| Probability that pre and post means are equal | .1410 |
| Probability of no interaction among groups and change | .4770 |

## Table 10

Item 10: Do you think letters and notices from __________'s school should be in both English and Spanish?

| Parent Group | PERCENTAGE OF "YES" RESPONSES | | | | |
|---|---|---|---|---|---|
| | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 79 | 78.5% | 98 | 85.7% | + 7.2% |
| Third Grade | 62 | 82.3% | 86 | 81.4% | - .9% |
| Sixth Grade | 47 | 83.0% | 77 | 92.2% | + 9.2% |

| | |
|---|---|
| Probability that group means are equal | .3299 |
| Probability tha pre and post means are equal | .1410 |
| Probability of no interaction among groups and change | .4770 |

## Table 11

Item 11: Do you discuss __________'s report card with him/her?
Always  Most of the Time  Sometimes  Not at all
1__________ 2 __________ 3 __________ 4

| Parent Group | MEAN RESPONSE |  |  |  | Change |
|---|---|---|---|---|---|
|  | N | November,1974 | N | May, 1975 |  |
| Kindergarten | 84 | 3.53 | 104 | 3.72 | + .19 |
| Third Grade | 65 | 3.80 | 88 | 3.80 | 0 |
| Sixth Grade | 49 | 3.96 | 80 | 3.86 | - .10 |

| | |
|---|---|
| Probability that group means are equal | .0011 |
| Probability that pre and post means are equal | .6063 |
| Probability of no interaction among groups and change | .1570 |

## Table 12

Item 12: How well do you feel you understand bilingual education?
Very Well  Some  Very Little  Not at All
1__________ 2 __________ 3 __________ 4

| Parent Group | MEAN RESPONSE |  |  |  | Change |
|---|---|---|---|---|---|
|  | N | November, 1974 | N | May, 1975 |  |
| Kindergarten | 84 | 3.16 | 102 | 3.26 | + .10 |
| Third Grade | 63 | 3.09 | 88 | 3.36 | + .27 |
| Sixth Grade | 48 | 2.93 | 80 | 3.20 | + .27 |

| | |
|---|---|
| Probability that group means are equal | .1337 |
| Probability that pre and post means are equal | .0044 |
| Probability of no interaction among groups and change | .5596 |

Table 13

Item 13: How much do you approve of bilingual education for___________?

| Very much | Some | Very little | Not at all |
|---|---|---|---|
| 1___________ | 2___________ | 3_____________ | 4 |

|  | MEAN RESPONSE |  |  |  |  |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 82 | 3.85 | 105 | 3.93 | + .08 |
| Third Grade | 65 | 3.86 | 88 | 3.84 | - .02 |
| Sixth Grade | 43 | 4.00 | 80 | 3.92 | - .08 |

| | |
|---|---|
| Probability that group means are equal | .0140 |
| Probability that pre and post means are equal | .8595 |
| Probability of no interaction among groups and change | .1221 |

Table 14

Item 14: Prior to today, has __________'s school informed you about the bilingual program and what it is doing?

|  | PERCENTAGE OF "YES" RESPONSES |  |  |  |  |
|---|---|---|---|---|---|
| Parent Group | N | November, 1974 | N | May, 1975 | Change |
| Kindergarten | 83 | 69.9% | 98 | 93.9% | +24.0% |
| Third Grade | 63 | 66.7% | 85 | 90.6% | +23.9% |
| Sixth Grade | 46 | 43.5% | 73 | 64.4% | +20.9% |

| | |
|---|---|
| Probability that group means are equal | .0000 |
| Probability that pre and post means are equal | .0000 |
| Probability of no interaction among groups and change | .9350 |

Tables 15-28 compare the responses of parents interviewed in the spring only to those of parents interviewed in the fall and again in the spring.

Table 15

Item 1: What is ________'s teacher's name?

| Time of Interviews | N | % of Correct Responses |
|---|---|---|
| Spring Only | 506 | 87.0% |
| Fall and Spring | 193 | 91.8% |
| | Difference | + 4.8% |
| | t | 1.75 |
| | p | < .05 |

Table 16

Item 2: What is ________'s teacher aide's name?

| Time of Interviews | N | % of Correct Responses |
|---|---|---|
| Spring Only | 483 | 29.2% |
| Fall and Spring | 166 | 57.2% |
| | Difference | + 28.0% |
| | t | 6.69 |
| | p | < .05 |

Table 17

Item 3: What is ________'s principal's name?

| Time of Interviews | N | % of Correct Responses |
|---|---|---|
| Spring Only | 506 | 73.3% |
| Fall and Spring | 193 | 88.6% |
| Difference | | + 15.3% |
| | t | 4.38 |
| | P | < .05 |

Table 18

Item 4: Have you and _____ arranged for a place where he/she
can do his/her homework?

| Time of Interviews | N | % of "Yes" Responses |
|---|---|---|
| Spring Only | 491 | 87.0% |
| Fall and Spring | 189 | 92.0% |
| Difference | | + 5.0% |
| | t | 1.86 |
| | P | < .05 |

### Table 19

**Item 5:** Do you think parents should visit their childrens' school only when asked to come by the principal, counselor, or teacher?

| Time of Interviews | N | % of "No" Responses |
|---|---|---|
| Spring Only | 485 | 70.3% |
| Fall and Spring | 188 | 80.3% |
| | Difference | + 10.0% |
| | t | 2.64 |
| | P | < .05 |

### Table 20

**Item 6:** Have you visited ______'s school this year (since August, 1974)?

| Time of Interviews | N | % of "Yes" Responses |
|---|---|---|
| Spring Only | 492 | 72.8% |
| Fall and Spring | 185 | 76.2% |
| | Difference | + 3.4% |
| | t | .91 |
| | P | n.s. |

## Table 21

Item 7: How often do you discuss ________'s schoolwork with him/her?

Often Sometimes Seldom Never
1 ____________ 2 ____________ 3 ____________ 4 ____________

| Time of Interviews | N | Mean Response |
|---|---|---|
| Spring Only | 486 | 3.56 |
| Fall and Spring | 189 | 3.59 |
| | Difference | + .03 |
| | t | .40 |
| | P | n.s. |

## Table 22

Item 8: Have you discussed with other parents things happening in _______'s school this year?

| Time of Interviews | N | % of "Yes" Responses |
|---|---|---|
| Spring Only | 473 | 48.4% |
| Fall and Spring | 188 | 56.4% |
| | Difference | + 8.0% |
| | t | 1.85 |
| | P | < .05 |

Table 23

Item 9: Do you read the letters and notices sent home by ______'s school?

| Always | Most of the time | Sometimes | Never |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| Time of Interviews | N | Mean Response |
|---|---|---|
| Spring Only | 485 | 3.75 |
| Fall and Spring | 185 | 3.69 |
| Difference | | - .06 |
| | t | 1.00 |
| | P | n.s. |

Table 24

Item 10: Do you think letters and notices from ______'s school should be in both English and Spanish?

| Time of Interviews | N | % of "Yes" Responses |
|---|---|---|
| Spring Only | 471 | 86.8% |
| Fall and Spring | 185 | 85.4% |
| Difference | | - 1.4% |
| | t | .48 |
| | P | n.s. |

## Table 25

Item 11: Do you discuss ____'s report cards with him/her?

Always 1______ Most of the time 2 ______ Sometimes 3 ______ Not at all 4 ______

| Time of Interviews | N | Mean Response |
|---|---|---|
| Spring Only | 484 | 3.60 |
| Fall and Spring | 188 | 3.70 |
| | Difference | - .10 |
| | t | 1.28 |
| | P | n.s. |

## Table 26

Item 12: How well do you feel you understand bilingual education?

Very well 1______ Some 2 ______ Very little 3 ______ Not at all 4 ______

| Time of Interviews | N | Mean Response |
|---|---|---|
| Spring Only | 485 | 2.99 |
| Fall and Spring | 188 | 3.24 |
| | Difference | + .25 |
| | t | 3.27 |
| | P | .05 |

## Table 27

Item 13: How much do you approve of bilingual education for______?

Very much 1__________ Some 2__________ Very little 3__________ Not at all 4__________

| Time of Interviews | N | Mean Response |
|---|---|---|
| Spring Only | 475 | 3.78 |
| Fall and Spring | 189 | 3.68 |
| Difference | | − .10 |
| | t | 1.80 |
| | P | < .05 |

## Table 28

Item 14: Prior to today, has _______'s school informed you about the bilingual program and what it is doing?

| Time of Interviews | N | % of "Yes" Responses |
|---|---|---|
| Spring Only | 468 | 65.4% |
| Fall and Spring | 184 | 81.0% |
| Difference | | + 15.6% |
| | t | 3.94 |
| | P | < .05 |

Attachment A

AUSTIN INDEPENDENT SCHOOL DISTRICT
1974-1975 Bilingual Projects

## Entrevista de Padres

**Escuela Representada:** ____________________ **Fecha:** __________________

**Nombre del estudiante:** ___________________ **Entrevistador:** _________________

1. ¿Cómo se llama la(el) maestra(o) de ______________________?

2. ¿Cómo se llama la(el) ayudante de la(el) maestra(o) de ________________?

3. ¿Cómo se llama la(el) principal de la escuela de ___________________?

4. ¿Ha arreglado usted con ____________________ un lugar en la casa donde ella(el) pueda sentarse a hacer su tarea?

   ___Sí ___No

5. ¿Cree usted que los padres deben visitar la escuela de sus niños solamente cuando lo pide la(el) principal, la(el) consejera(o) o la(el) maestra(o)?

   Madre: ___ Sí ___No

   Padre: ___ Sí ___No

6. ¿Ha visitado usted la escuela de _____________ desde Agosto 1974?

   Madre: ___Sí ___No

   Padre: ___Sí ___No

7. ¿Cuántas veces discute usted la tarea escolar con ________________?

   Madre: ___Con frecuencia ___Algunas veces ___Casi nunca ___Nunca

   Padre: ___Con frecuencia ___Algunas veces ___Casi nunca ___Nunca

8. ¿Discute usted con otros padres las actividades o eventos que pasan en la escuela _______________?

   Madre: ___Sí ___No

   Padre: ___Sí ___No

9. ¿Lee usted las notas o cartas que le mandan de la escuela de ______________?

   Madre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

   Padre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

10. ¿Piensa usted que las notas y cartas de la escuela de ________________ deben ser escritas en español e inglés?

Madre: ___Sí ___No

Padre: ___Sí ___No

11. ¿Discute usted las calificaciones (el reporte) de la escuela con ____________?

Madre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

Padre: ___Siempre ___Casi siempre ___Algunas veces ___Nunca

12. ¿Cree usted que comprende lo que es la educación bilingue?

Madre: ____muy bien ____bien ____muy poco ___nada

Padre: ____muy bien ____bien ____muy poco ___nada

13. ¿Cuánto le gusta a usted la educación bilingue para _____________?

Madre: ____mucho ____bastante ____muy poco ____nada

Padre: ____mucho ____bastante ____muy poco ____nada

14. ¿Antes de hoy, le ha mandado la escuela de _____________ informes acerca del programa bilingue y las actividades de este programa?

Madre: ___Sí ___No

Padre: ___Sí ___No

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**1974-1975 Bilingual Projects**

## PARENT INTERVIEW

SCHOOL______________________________ DATE__________________

STUDENT_____________________________ INTERVIEWER____________

1. What is ______________'s teacher's name?______________________

2. What is ______________ 's teacher aide's name?_________________

3. What is ______________ 's principal's name?____________________

4. Have you and ________________arranged for a place where he/she can do his/her homework?

    _____Yes                    _____No

5. Do you think parents should visit their children's school only when asked to come by the principal, counselor, or teacher?

    Mother: _____Yes     _____No

    Father: _____Yes     _____No

6. Have you visited ___________'s school this year (since August, 1974)?

    Mother:_____Yes     _____No

    Father:_____Yes     _____No

7. How often do you discuss _________'s school work with him/her?

    Mother: ____Often     _____Sometimes     _____Seldom     _____Never

    Father: ____Often     _____Sometimes     _____Seldom     _____Never

8. Have you discussed with other parents things happening in __________'s school this year?

    Mother: ____Yes     _____No

    Father: ____Yes     _____No

9. Do you read the letters and notices sent home by _______________'s school?

Mother: _____ Always _____ Most of the time _____ Sometimes _____ Never

Father: _____ Always _____ Most of the time _____ Sometimes _____ Never

10. Do you think letters and notices from ____________'s school should be in both English and Spanish?

Mother _____ Yes _____ No

Father: _____ Yes _____ no

11. Do you discuss _____________'s report cards with him/her?

Mother: ____ Always ____ Most of the time ____ Sometimes ____ Never

Father: ____ Always ____ Most of the time ____ Sometimes ____ Never

12. How well do you feel you understand bilingual education?

Mother: _____ Very well ____ Some _____ Very little ____ Not at all

Father: _____ Very well ____ Some _____ Very little ____ Not at all

13. How much do you approve of bilingual education for ________________?

Mother: ___ Very much ____ Some _____ Very little ____ Not at all

Father: ___ Very much ____ Some _____ Very little ____ Not at all

14. Prior to today, has _______'s school informed you about the bilingual program and what it is doing?

Mother: ______ Yes ______ No

Father: ______ Yes ______ No

How were you informed?

## Appendix N

## Instrument Report

## Language of Instruction Survey Forms

Date/Period of Administration: Fall, 1974

Population: All Project Students in Grades K, 1, 2, 3, 4, and 5.

Administered by: Title VII Bilingual Aide

Data Collected by: Title VII Process Evaluators

## Instrument Description: Language of Instruction Survey Form

Brief description of the instrument:

The Language of Instruction Survey Forms identify students by school, grade, and language of instruction. The Forms were developed to find out whether students were ready to read in English or Spanish and whether students were receiving reading instructions in English or Spanish.

To whom was the instrument administered:

All project students in grades K, 1, 2, 3, 4, and 5.

How many times was the instrument administered?

Once

When was the instrument administered?

Fall, 1974

Where was the instrument administered?

In the project classroom

Who administered the instrument?

Bilingual aides

What training did the administrators have?

Procedures were reviewed at each project school with each Title VII bilingual aide.

Was the instrument administered under standardized conditions?

Procedure for administering the Language of Instruction Survey forms was standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate was not 100%. Some of the bilingual aides apparently did not understand the directions, therefore, their responses were difficult to interpret.

Who developed the instrument?

Project Evaluator

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

## LANGUAGE OF INSTRUCTION SURVEY

In an effort to measure process objectives of the Title VII Bilingual Project, the process evaluators surveyed teachers and aides to determine if all project students in K and 1 were receiving the majority of their instruction in their dominant language and whether they were receiving initial reading instruction in their dominant language, and to determine if all project students who were ready to read in a language were receiving reading instruction in that language.

The survey was conducted with forms distributed through the bilingual aides. One form, for K-1, elicited each student's language dominance, the language in which the majority of instruction occurs, and the language in which initial reading instruction will occur (see Attachment A). The other form (see Attachment B) was completed for 2-5 students and asked if each student was ready to read in English and/or Spanish and if each student was already reading in English and/or Spanish.

The evaluation questions addressed by this survey are:

1. Were students in K and 1 who are identified in each language dominance category receiving the majority of their instruction in their dominant language?

2. Were students in 2-5 who were identified as ready to read in either English or Spanish receiving reading instruction in the language(s) in which he/she is ready to read?

### Results and Conclusions

The return rate for these survey forms was not high. Only 483 of the project students are represented in these analyses.

Table 1 presents a summary of the responses to the K-1 survey form. Thirty-five Spanish dominant students were listed. Of these 29 or 83% were receiving the majority of their instruction in Spanish. This is interpretable to mean that 17% of the Spanish dominant students were not being instructed according to the project's bilingual instructional model.

Ninety-eight percent of English dominant students were receiving the majority of their instruction in English.

Table 2 summarizes the responses to the 2-5 survey form. Eighty-nine percent of the students identified as ready to read in Spanish were receiving Spanish reading instruction. Eleven percent were receiving English reading instruction only. Ninety-seven percent of the students ready to read in English were already receiving English reading instruction.

The project needs to supervise classrooms closely to ensure that the bilingual instructional model, which calls for dominant language instruction and reading instruction in both English and Spanish for those students ready to read in each, is being followed in the classrooms.

## Table 1

### COMPARISON OF STUDENTS' LANGUAGE DOMINANCE AND PRIMARY INSTRUCTIONAL LANGUAGE

| A<br>Number of Spanish Dominant Students | B<br>Number Receiving Majority of Instruction in Spanish | C<br>Number Reading Initially in Spanish |
|---|---|---|
| 35 | 29<br>(82.86%) | 31<br>(88.57%) |

| Number of English Dominant Students | Number Receiving Majority of Instruction in English | Number Reading Initially in English |
|---|---|---|
| 263 | 257<br>(97.72%) | 260<br>(98.86%) |

## Table 2

### STUDENTS READY TO READ AND RECEIVING READING INSTRUCTION IN SPANISH AND/OR ENGLISH

"YES" RESPONSES

| Is this student ready to read or already able to read in... | | Is this student receiving reading instruction in... | |
|---|---|---|---|
| Spanish? | English? | Spanish? | English? |
| 185 | 186 | 165<br>(89.19%) | 180<br>(96.70%) |

Attachment A

Grades K and 1

School: Teacher: Grade:

Check Spanish or English for each statement

| Name of Students | Language Dominance (based on tests or teacher opinion) | | Language in which the majority of instruction occurs | | Language in which initial reading instruction occurs or will occur | |
|---|---|---|---|---|---|---|
| | Spanish | English | Spanish | English | Spanish | English |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |
| 21. | | | | | | |
| 22. | | | | | | |
| 23. | | | | | | |
| 24. | | | | | | |

Grades 2 - 5

Attachment B

School:

Teacher:

Grade:

✓ = yes

x = no

| Students | Is this student ready to read or already able to read in... | | Is this student receiving reading instruction in... | |
|---|---|---|---|---|
| | Spanish? | English? | Spanish? | English? |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
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| 24. | | | | |
| 25. | | | | |

# Appendix O

## Instrument Report

## Classroom Observation Reaction Form

Date/Period of Administration: From January 23, 1975 through April 8, 1975

Population: All Project Teachers

Administered by: Title VII Process Evaluators

Data Collected by: Title VII Evaluation Staff

## Instrument Description: Classroom Observation Reaction Form

Brief description of the instrument:

The reaction form used contained three items dealing with specific aspects of the observation process. A five point scale was used for the responses.

To whom was the instrument administered?

All project teachers whose classrooms were observed

How many times was the instrument administered?

At the conclusion of each observation

When was the instrument administered?

From January 23, 1975 through April 8, 1975

Where was the instrument administered?

Project classrooms

Who administered the instrument?

Process Evaluators

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Procedures for distributing the form were standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate was only 20%.

Who developed the instrument?

Office of Research and Evaluation

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No

# Summary of Teachers' Reactions to Classroom Observations

On-going evaluation of Austin Independent School District's Title VII Bilingual Project included the documentation of elementary classroom activities through observation processes. To assess the reaction to these processes by the teachers being observed, a reaction form was provided each teacher for each observation. This report summarizes the data collected from these forms.

Classrooms in Title VII Project elementary schools, grades K-5 were observed by a trained process evaluator. Each 1st, 2nd, 3rd, and 5th grade bilingual and team classroom was observed twice. Kindergarten and 4th grade classes were observed four times. One-hundred forty-eight observations were conducted from January 23, 1975 through April 8, 1975. Each observation lasted from 45 minutes to one hour.

The process evaluators completed the observation form (SCOF) developed by the evaluation staff during each of the observations. A copy of the observation form was made available to the teacher only upon request. Principals were not furnished with a copy of individual observation results.

An announcement was sent to all the schools informing the teacher of the exact day and time they were to be observed. Individual teachers were also sent reminders of the day and time they would be observed. Principals were notified of the week, day, and time that the process evaluators were to be in the school.

## Evaluation Questions

Three questions were addressed in gathering data for this report:

1. According to classroom teachers, was the observation conducted at a convenient time?

2. According to classroom teachers, were the classroom situations observed representative of the normal activities of the class?

3. According to classroom teachers, did the observation process itself have any adverse effect upon classroom activities?

## Procedure

At the conclusion of each observation, a reaction form developed by the evaluation staff was left with the teacher. Questions on the form solicited information from the teacher's point of view regarding the observation process. The teachers were encouraged, but not required, to return the completed form by district mail to the Office of Research and Evaluation.

On the reaction form, space was available beneath each question to accommodate any individual comments in addition to the scale value marked. A general comments section for other comments concerning the observation was the last item on the form.

Other sources of teacher comments pertaining to the observation process were:

1. Verbal comments by teachers to the process evaluator and/or the Evaluator during faculty meetings.

2. Comments recorded during formal interview of all Project elementary teachers during Fall, 1974, and Spring, 1975.

## Reaction Form

The reaction form used contained three items dealing with specific aspects of the observation process and, beneath each item, a space for comments. Space at the end of the form was available for additional comments related to other aspects of the observation process. A five point scale was used for the responses. Each item was presented as a statement to which the teacher was to mark the scale from "Completely False" to "Completely True."

## Results

Teachers were not required to complete and return the form to the Office of Research and Evaluation and only 20% of the distributed reaction forms were returned. An individual analysis of the results of each of the three items used follows:

> Item 1: "The cbservation was conducted at a convenient time."

Table 1 summarizes data for Item 1 for all reaction forms returned. The average percentage of teachers responding to this item from all schools was 20%, and the average mean response for all schools was 4.11. Seventy-eight percent of responses in all schools were either "Mostly True" or "Completely True." Some comments related to this item dealt with special circumstances which caused the time of the observation to be inconvenient.

> Item 2: "The classroom situations observed were representative of the normal activities of my class."

Table 2 summarizes data for this item. One-hundred forty-eight classrooms were observed each time this item was included in the reaction form, and an average of 20% of the teachers returned a response on this item. More than 82% of the responses were either "Mostly True" or "Completely True," and the mean response for all schools was 4.29.

> Item 3: "The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities."

Table 3 shows that again 20% of the teachers observed responded to this item. One-hundred percent of the responses were either "Mostly True" (4%) or "Completely True" (96%), and the mean responses for all the schools was 4.96.

## Conclusions

Although the return rate on the reaction form was very low, the comments received strongly support the conclusions that-

1. The observation times were generally convenient to the teachers.
2. The classroom activities observed were generally representative of normal classroom activities.
3. The observers were unobstrusive.

Table 1

Item: The observation was conducted at a convenient time.

| Percentage of Teachers Returning Reaction Forms Who Responded.. | All Schools |
|---|---|
| 1= Completely False | 7% |
| 2= Mostly False | 0% |
| 3= Partly False, Partly True | 15% |
| 4= Mostly True | 30% |
| 5= Completely True | 48% |
| % of Teachers Returning Reaction Form | 20% |
| Mean Response | 4.11 |
| Total Number Observed | 148 |

## Table 2

Item: The classroom situations observed were representative of the normal activities of my class.

| Percentage of Teachers Returning Reaction Forms Who Responded... | All Schools |
|---|---|
| 1= Completely False | 0% |
| 2= Mostly False | 4% |
| 3= Partly False, Partly True | 14% |
| 4= Mostly True | 32% |
| 5= Completely True | 50% |
| % of Teachers Returning Reaction Form | 20% |
| Mean Response | 4.29 |
| Total Number Observed | 148 |

## Table 3

Item: The classroom observer did not detract from the classroom activities nor the effectiveness of the instructional activities.

| Percentage of Teachers Returning Reaction Forms Who Responded... | All Schools |
|---|---|
| 1= Completely False | 0% |
| 2= Mostly False | 0% |
| 3= Partly False, Partly True | 0% |
| 4= Mostly True | 4% |
| 5= Completely True | 96% |
| % of Teachers Returning Reaction Form | 20% |
| Mean Response | 4.96 |
| Total Number Observed | 148 |

## Appendix ~~P~~ I

## Instrument Report

## Boehm Test of Basic Concepts

| | |
|---|---|
| Date/Period of Administration: | September, 1975<br>October, 1974 and April, 1975 |
| Population: | All Project Kindergarten Students |
| Administered by: | Project Classroom Teachers |
| Data Collected by: | Office of Research and Evaluation<br>Student Development |

**Instrument Description:** Boehm Test of Basic Concepts

Brief description of the instrument:

Fifty items are arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the pupil. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the instrument administered?

All project kindergarten students

How many times was the instrument administered?

Two One

When was the instrument administered?

September, 1975

October, 1974 and April, 1975

Where was the instrument administered?

In the classroom

Who administered the instrument?

The classroom teacher

What training did the administrators have?

None

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

The instrument was not always administered under standardized conditions.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation

What reliability and validity data are available on the instrument?

Split half reliability coefficients, corrected by the Spearman-Browen formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for interpreting results?

Standardization sample consisted of low, middle, and high socio-economic level students from kindergarten, first and second grade in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid-year testing in each of the SES levels by grade classifications.

## BOEHM TEST OF BASIC CONCEPTS

The Boehm Test of Basic Concepts was administered to all project kindergarten students in October, 1974, and again in February, 1975. The instrument description on the preceding page briefly describes the purpose of the testing and the administration procedures.

Students were to have been tested in their dominant language; however, the project's evaluation staff did not have control over the testing, and schools kept no records of the language in which each student was tested. Therefore, it is impossible to determine if gains were made by students tested in English and/or students tested in Spanish.

A 2X3X2 analysis of variance was computed using the scores of all schools in bilingual education; thus, the results reported here are for both the Title VII and ESAA projects. The first level was a between groups factor for the two projects. The second factor was an among groups comparison of bilingual, team, and monolingual classes. The third was a within groups factor comparing pre to post test scores. Table I presents a breakdown of the mean scores by project class type, and pre/post.

Both projects had established a criterion of 35.3, the midyear middle socioeconomic norm, as an objective for the February testing. The bilingual and monolingual classes in Title VII schools and the team classes in ESAA met this criterion. However, this presents a very mixed picture and precludes any definite conclusions based solely on these data.

## Table I

### BOEHM TEST SCORES BY PROJECT AND CLASS TYPE

| Project | Type of Class | Pre Mean | Post Mean |
|---|---|---|---|
| Title VII | Bilingual | 25.6 | 36.1 |
| | Team | 22.3 | 31.5 |
| | Monolingual | 28.1 | 36.6 |
| ESAA B/B | Bilingual | 27.4 | 33.8 |
| | Team | 27.1 | 35.6 |
| | Monolingual | 34.2 | 34.5 |

PROJECT POST TEST OBJECTIVE - 35.3

Probability that the scores for the two projects are equal - .0272
Probability that the three types of classes are equal - .0018
Probability that the pre and post scores are equal - .0000

# Appendix Q

## Instrument Report

## Oral Language Dominance Measure (PAL) and James Language Dominance Test

| | |
|---|---|
| Date/Period of Administration: | September, 1974 and May, 1975 |
| Population: | Kindergarten and First Grade Students<br>Project Schools |
| Administered by: | Bilingual Teacher Aides |
| Data Collected by: | Project Evaluation Staff |

## Instrument Description: James Language Domiance Test

Brief description of the instrument:

The James Language Dominance Test is designed to assess the language dominance of Kindergarten and first grade Mexican-American children. It consists of forty visual stimuli designed to yield a measure of the child's language dominance or bilingualism in both production and comprehension. The test can be administered in seven to ten minutes.

To whom was the instrument administered?

Kindergarten and first garde students in half of the Project schools in September, 1974, and a random sample in May, 1975, took the James Language Dominance Test.

How many times was the instrument administered?

Twice

When was the instrument administered?

September, 1974 and May, 1975

Where was the instrument administered?

Individually, in the classroom

Who administered the instrument?

Trained teacher aides

What training did the administrators have?

One half day session before the pretest in the fall and a one hour session before the posttest in the spring.

Was the instrument administered under standardized conditions?

Administration procedures are standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

Dialectical variations that the student may not be familiar with may interfere with comprehending some items.

Who developed the instrument?

Peter James

What reliability and validity data are available on the instrument?

Alpha coefficients of .96 for the English section and .91 for the Spanish section were calculated locally. The James correlated .78 in English and .83 in Spanish with the PAL Oral Language Dominance measure.

Are there norm data available for interpreting the results?

Local norms will be generated from this year's testing.

---

## Instrument Description: Oral Language Dominance Measure (PAL)

Brief description of the instrument:

The PAL is designed to provide an easy to administer instrument for measuring language dominance in both English and Spanish. It is especially appropriate for kindergarten and first grade students and is particularly useful as a placement test in bilingual programs. The instrument is composed of three parts: vocabulary, comprehension of questions, and controlled conversation. The total testing time is approximately five to seven minutes.

To whom was the instrument administered?

Kindergarten and first grade students in half of the Project schools in September, 1974, and a random sample in May, 1975, took the PAL.

How many times was the instrument administered?

Two

When was the instrument administered?

September, 1974 and May, 1975

Where was the instrument administered?

Individually, in the classroom

Who administered the instrument?

Trained teacher aides

What training did the administrators have?

One hour session before the pretest in the fall and a one hour session before the posttest in thp spring.

Was the instrument administered under standardized conditions?

Administration procedures are standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

Dialectical variations that the student may not be familiar with may interfere with comprehending some items.

Who developed the instrument?

The El Paso Public Schools

What reliability and validity data are available on the instrument?

The obtained interitem correlation, coefficient alpha, was .89 for the English part and .90 for the Spanish part as locally calculated. The PAL correlated .78 in English and .83 in Spanish with the James Language Dominance Test.

Are there any norms available for interpreting results?

No

## Measurement of Oral Language Development of Project Students in Spanish and English

In order to assess the progress of kindergarten and first grade project students in the area of oral language development in both English and Spanish, oral language proficiency tests were administered. Since prior to the 74-75 school year, the Austin Independent School District had not administered a language dominance instrument, a committee of teachers, principals, and bilingual program staff was established to review and rate currently available tests. This committee identified two tests which fit the District's needs; however, neither was judged as fully satisfactory. Therefore, the committee recommended that both instruments be used on a trial basis. These two instruments were the James Language Dominance Test and the PAL Language Dominance Test. Since both of these tests determined language dominance by comparing a Spanish oral language proficiency subtest score to an English oral language proficiency subtest score, they were also used to measure oral language development. This report will describe the gains measured by these tests in both the English and Spanish oral language proficiency of project students.

### Evaluation Questions

The specific questions which were addressed by this testing are -

1. Did kindergarten and first grade project students demonstrate significant gains in Spanish oral language proficiency during the 74-75 project year?

2. Did kindergarten and first grade project students demonstrate significant gains in English oral language proficiency during the 74-75 project year?

3. Were there differences in the gains measured among students in classes taught by a bilingual teacher, a monolingual teacher teaming with a bilingual teacher, and a self-contained monolingual teacher?

### Procedure

Since two tests were being used to measure the same variable, all district elementary schools were assigned to either the James or the PAL. The result was that in the Title VII schools the James was administered to students in all four K-1 schools (Brown, Maplewood, Reilly, and Rosedale) and to students in Dawson and Zavala. The PAL was administered to students in Becker, Brooke, Ortega, and Ridgetop.

All kindergarten and first grade students were tested in September, 1974. The bilingual teacher aides were trained in a half-day session conducted by the project staff. Students were then individually tested.

Since the scores in this fall testing were high, especially on the English subtests, only students giving 80% or fewer correct responses were posttested. From all the students scoring 80% or below on the English or Spanish subtest, a random sample (stratified by school, classroom, and sex) was selected to be posttested. The bilingual aides were retrained in one-hour sessions before administering the tests.

## Results

No student who scored above 80% on the pretest is included in these analyses. Four separate tests were actually identified - James English, James Spanish, PAL English, and PAL Spanish. Gains will be reported for each of these tests. For each test, an analysis of variance with repeated measures, three between and two within comparisons, was conducted. The A main effect was class type; the B main effect was repeated measures, pre and post; and the AB interaction investigated differential changes from pre to post among the three groups.

James Spanish: Figure 1 displays the gains from pre to post for students in each of the three identified treatments - a class with a bilingual teacher, a class with a monolingual teacher teamed with a bilingual teacher, and a class with a monolingual teacher. The A main effect (class type) was significant beyond the .05 level of confidence. The students in bilingual and team classes scored higher on the posttest than did those in the monolingual classes. The B main effect was significant beyond the .0005 level. The gains recorded for the students in the bilingual and team classes were significant. The AB interaction was also significant, beyond the .05 level. The students in the bilingual and team classes gained more than those in the monolingual classes.

James English: Figure 2 displays the gains from pre to post for students in bilingual and team classes. Only one student from a monolingual class took a posttest on the James English. The A main effect was not significant. There was no difference between the levels of the students in the two types of classes. The B main effect was significant beyond the .005 level. There were significant gains from pre to post. The AB interaction was not significant. One group did not gain more than the other.

PAL Spanish: Figure 3 shows the changes from pre to post for the three groups on the PAL Spanish. The A main effect was not significant because the pretest scores for the three groups were very close. The gains for the bilingual and team classes were significant as evidenced by a B main effect significant at the .0001 level. The scores for the monolingual group actually declined; thus, the AB interaction was significant at the .001 level.

PAL English: Figure 4 presents the scores for the PAL English testing. The three groups' scores were not significantly different from each other (A main effect), nor were their gains significantly different (AB interaction). All three groups showed gains significant beyond the .0001 level (B main effect).

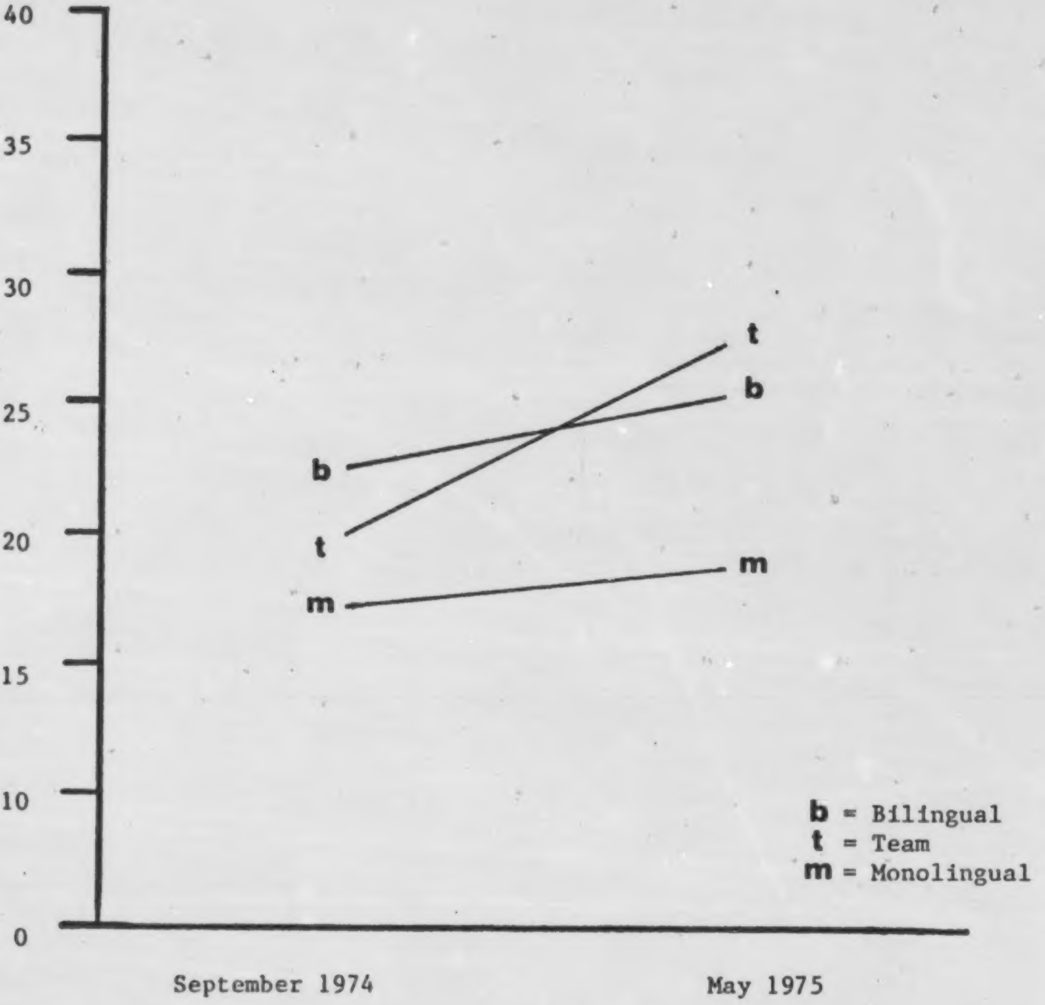
## Conclusions

In answer to evaluation question number one, "Did kindergarten and first grade project students demonstrate significant gains in Spanish oral language

Scores on the James Spanish Test

Title VII Bilingual Project

Figure 1



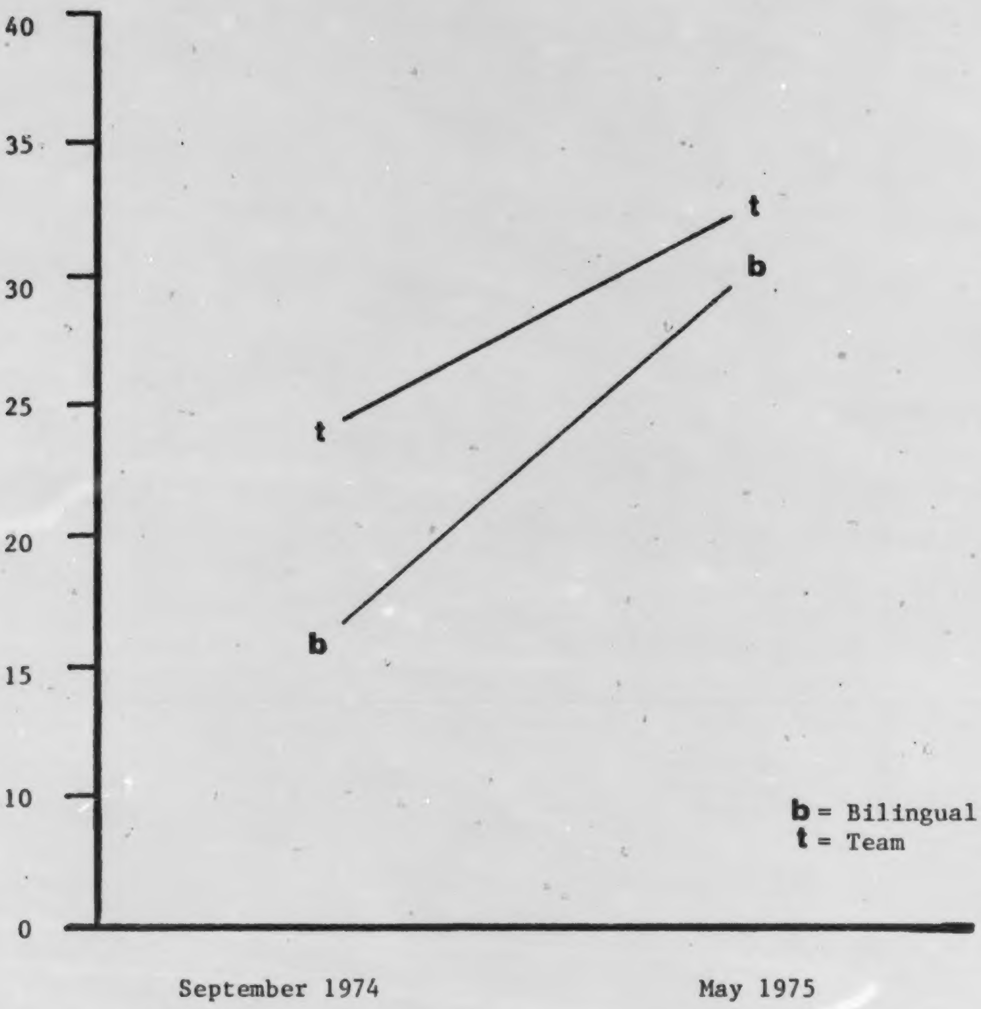
| Group | N | September, 1974 | May, 1975 | Change |
|---|---|---|---|---|
| Bilingual | 15 | 22.93 | 26.73 | +3.80 |
| Team | 39 | 19.69 | 28.00 | +8.31 |
| Monolingual | 24 | 17.21 | 19.25 | +2.04 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 1136.64 | 2 | 568.32 | 3.85 | .0248 |
| B | 747.17 | 1 | 747.17 | 30.79 | .0000 |
| AB | 233.90 | 2 | 116.95 | 4.82 | .0107 |

Scores on the James English Test

Title VII Bilingual Project

Figure 2



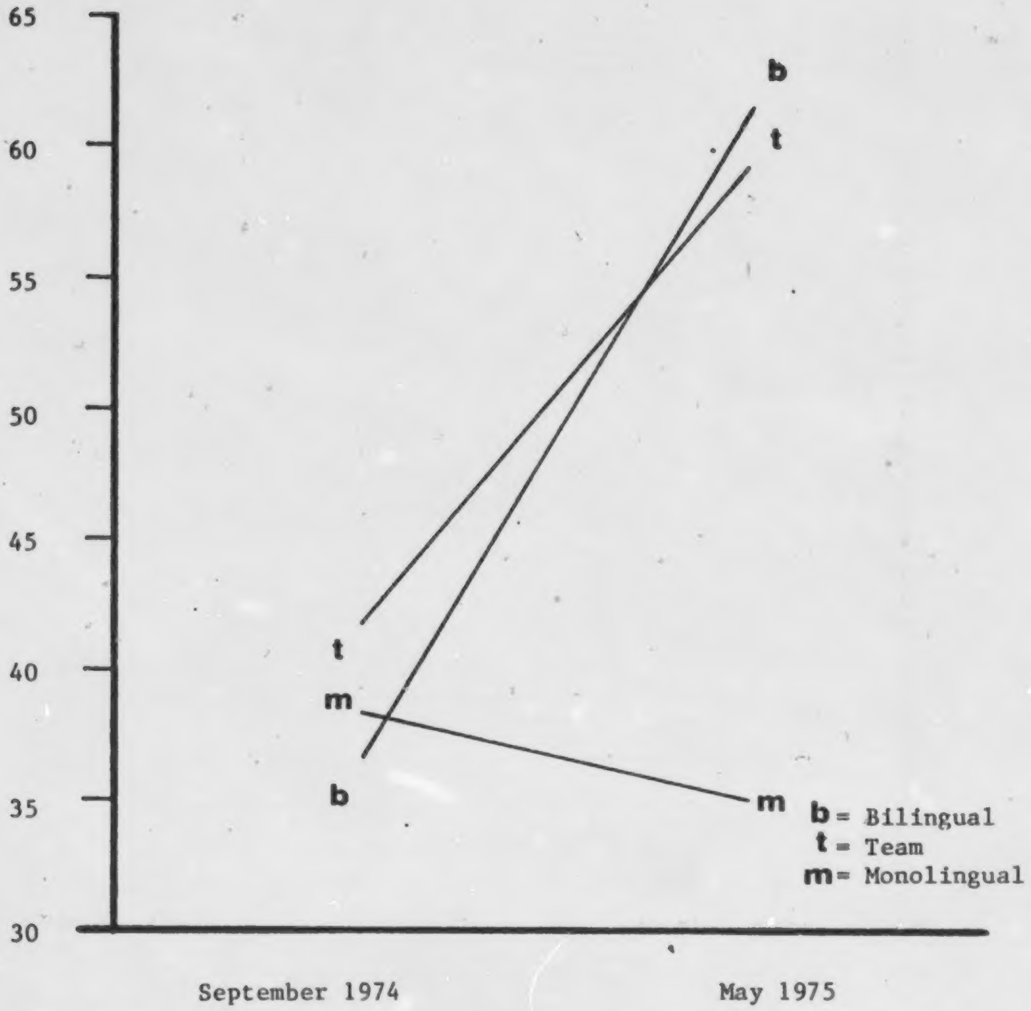
| Group | N | September,1974 | May,1975 | Change |
|---|---|---|---|---|
| Bilingual | 4 | 15.75 | 30.75 | +15.00 |
| Team | 11 | 24.18 | 32.82 | + 8.64 |
| Monolingual | - | - | - | - |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 161.70 | 1 | 161.70 | 2.16 | .1630 |
| B | 819.40 | 1 | 819.40 | 17.63 | .0013 |
| AB | 59.40 | 1 | 59.40 | 1.28 | .2785 |

## Scores on the PAL Spanish Test

## Title VII Bilingual Project

Figure 3



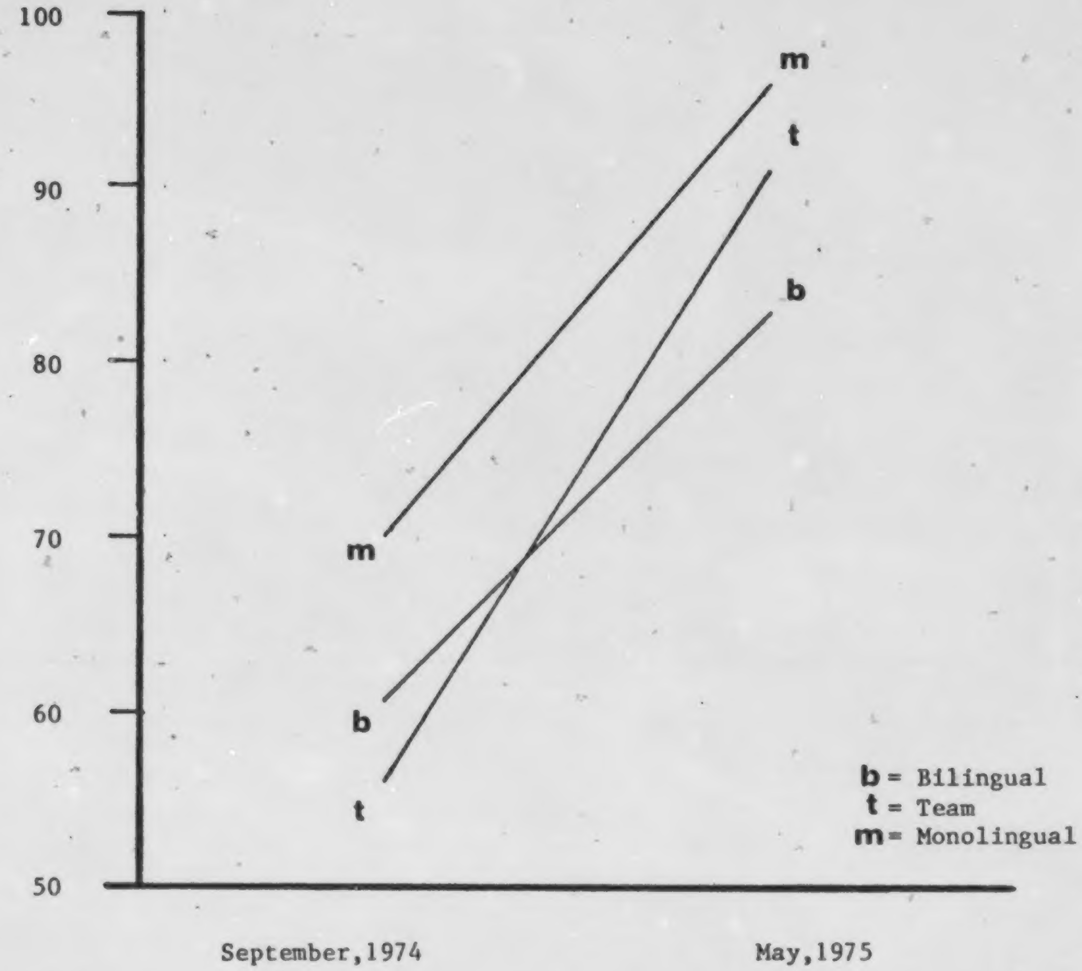
| Group | N | September,1974 | May,1975 | Change |
|---|---|---|---|---|
| Bilingual | 29 | 35.10 | 62.76 | +27.66 |
| Team | 13 | 41.54 | 60.46 | +18.92 |
| Monolingual | 15 | 38.27 | 35.00 | - 3.27 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 4064.80 | 2 | 2032.40 | 1.85 | .0213 |
| B | 5267.22 | 1 | 5267.22 | 20.59 | .0577 |
| AB | 4281.39 | 2 | 2140.70 | 8.37 | .0434 |

Scores on the PAL English Test

Title VII Bilingual Project

Figure 4



| Group | N | September,1974 | May,1975 | Change |
|---|---|---|---|---|
| Bilingual | 13 | 59.23 | 84.77 | +25.54 |
| Team | 16 | 54.56 | 93.69 | +39.13 |
| Monolingual | 11 | 69.00 | 97.64 | +28.64 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 1885.38 | 2 | 942.69 | 2.17 | .1268 |
| B | 18896.31 | 1 | 18896.31 | 54.75 | .0000 |
| AB | 660.36 | 2 | 330.18 | .96 | .3956 |

proficiency during the 74-75 project year?," a definite "yes" is supported by these test results. On both the James and PAL project students showed gains, significant at very high levels of confidence, in Spanish oral language proficiency.

Again, the answer is "yes" to question two, "Did kindergarten and first grade project students demonstrate significant gains in English oral language proficiency during the 74-75 project year?" Both English tests showed significant gains for the project students.

Evaluation question three, "Were there differences in the gains measured among students in classes taught by a bilingual teacher, a monolingual teacher teaming with a bilingual teacher, and a self-contained monolingual teacher?," also can be answered positively. On both the James and PAL Spanish tests, the gains shown by the students in the bilingual and team classes significantly exceeded gains by students in monolingual classes. There were no differences observed between the gains of students in bilingual classes and the gains of students in team classes in either Spanish or English. Noteworthy is the finding that the gains shown in English language proficiency did not differ among the groups.

## Appendix ~~R~~ J

## Instrument Report

## California Achievement Test

Date/Period of Administration: October, 1974, February, 1975, April, 1975

Population: All Project Students in Grades 1, 2, 3, 4, and 5

Administered by: Classroom Teachers

Data Collected by: Office of Student Development

## Instrument Description: California Achievement Test

### Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered, Mathematics and Reading. The Reading test had two subtests: Vocabulary and Comprehension; the Math test also had two subtests: Computation and Concepts and Problems.

### To whom was the instrument administered?

All project students in grades 1, 2, 3, 4, 5, were given the CAT Reading Subtest. All project students in grades, 2 and 4, were given the Math Subtest also.

### How many times was the instrument administered?

Reading Subtest: October, 1974 (Grade 2, 3, 4, 5)
February, 1975 (Grade 2, 4)
April, 1975 (Grade 1, 3, 5)

Math Subtest: February, 1975 (Grade 2, 4)

### Who administered the instrument?

Classroom teachers

### What training did the administrators have?

Unknown and varied from building to building

### Was the instrument administered under standardized conditions?

The Office of Research and Evaluation assumes that the test was given under standarized conditions. Teachers were provided with manuals published by CTB McGraw Hill.

### Were there problems with the instrument or the administration that might affect the validity of the data?

There were perhaps individual variances in administration procedures used by classroom teachers.

### Who developed the instrument?

CTB McGraw Hill

### What reliability and validity data are available on the instrument?

The reliability of both the Mathematics and the Reading test as summarized by, Kuder-Richardson Formula 20 coefficients, is acceptable. The available test manuals provide additional data. Validity data is not provided.

### Are there norm data available for interpreting the results?

Yes, national and AISD norms are available.

## CALIFORNIA ACHIEVEMENT TEST

The instrument description on the preceding page briefly outlines the dates on which the reading and math subtests of the California Achievement Test were administered. At this time, only the results from the October and February testing of project second and fourth grade students are available. The results for first, third, and fifth grades will be available in early July from the Office of Research and Evaluation.

Table 1 presents the results for projects schools with comparisons of the bilingual, team, and monolingual classes on the reading subtest. All results are reported in grade level equivalents. For October, a mean grade level equivalent of 2.2 for second grade and 4.2 for fourth grade would be considered "on grade level." Project students then are shown as being .8 grade level equivalents below the norm in the second grade and 1.6 below in the fourth grade. In February the deficit had been reduced to about .5 for second graders and was remaining stable at 1.6 for fourth graders.

The gains recorded equaled about 1.6 month per month for second graders and about 1.0 month per month for fourth graders.

Further analysis of the C.A.T. scores from the 74-75 project year will include tests of significance on the gains from pre to post, breakdowns of the scores by grade levels within each project school, comparison of gains for ethnic groups, and a full analysis of the scores for first, third, and fifth graders.

In math, only February scores are available. Table 2 shows these scores and a comparison of the three types of classes within the project schools.

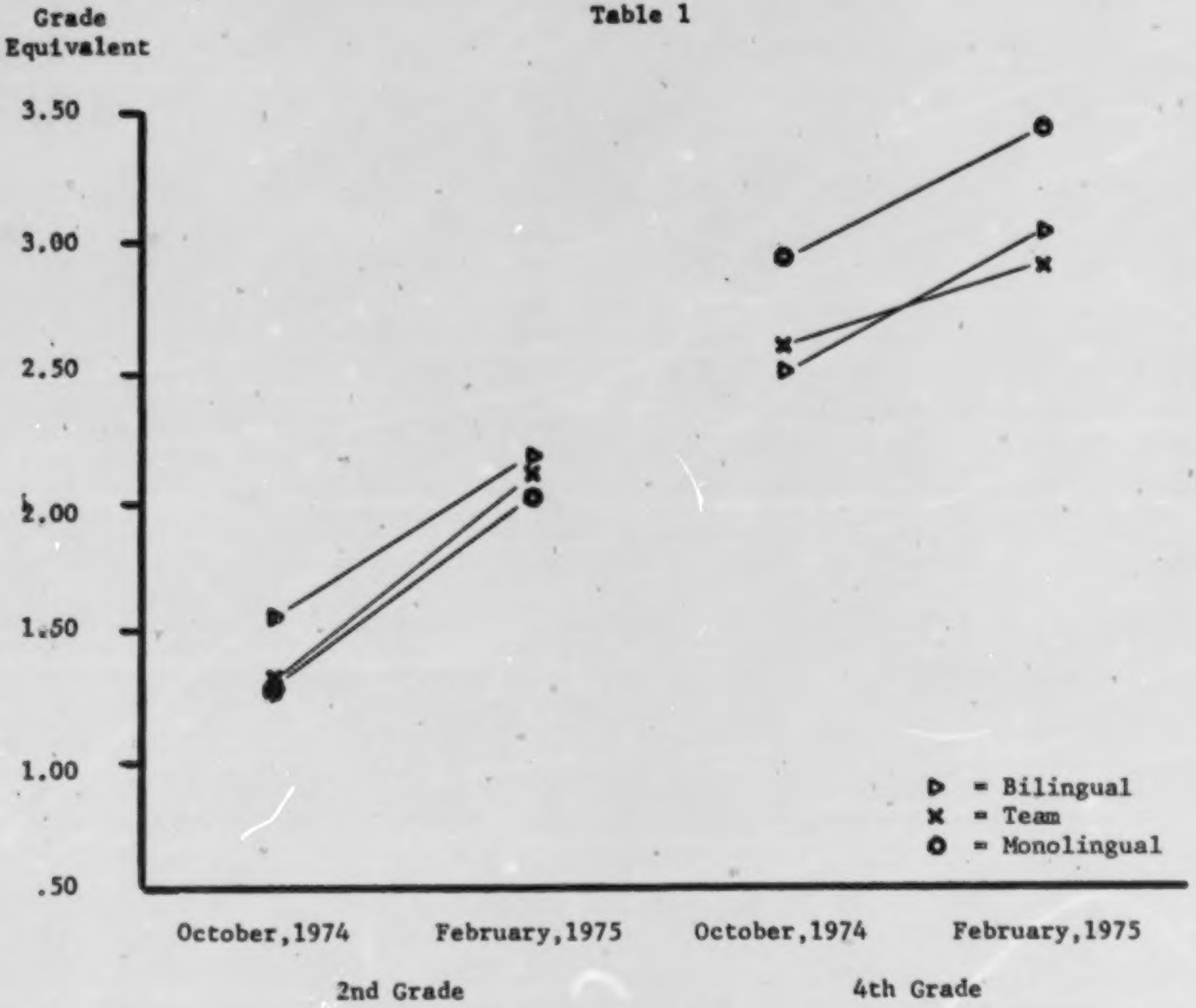
The expected grade level equivalents for February testing are 2.2 and 4.2. Therefore, the project students demonstrated deficits of about .5 months in second grade bilingual classes, .1 months in second grade team classes, .8 months in fourth grade bilingual classes, and .7 months in fourth grade team classes.

## California Achievement Test

## Reading Total

## Title VII Students

## Table 1



| Grade | Group | October, 1974 | February,1975 | Total Gain | Gain Per Month |
|---|---|---|---|---|---|
| 2 | Bilingual | 1.5881 | 2.2298 | +.6417 | .1604 |
| | Team | 1.3425 | 2.0113 | +.6689 | .1672 |
| | Monolingual | 1.3320 | 2.0064 | +.7074 | .1769 |
| 4 | Bilingual | 2.5492 | 3.0353 | +.5180 | .1295 |
| | Team | 2.6117 | 2.9645 | +.3396 | .0849 |
| | Monolingual | 2.9058 | 3.4488 | +.5426 | .1356 |

Means are for all students tested
Gains reported are only for students with both
pre and post scores.

## Table 2

### Math Subtest

| Grade | Group | February, 1975 Grade Equivalent Mean |
|---|---|---|
| 2 | Bilingual | 2.1494 |
| 2 | Team | 2.0774 |
| 2 | Monolingual | 2.0235 |
| 4 | Bilingual | 3.4015 |
| 4 | Team | 3.3026 |
| 4 | Monolingual | 3.4734 |

# Appendix ~~S~~ N

## Instrument Report

## School Sentiment Index

**Date/Period of Administration:** November, 1974 and April, 1975

**Population:** Fourth Grade Students

**Administered by:** Project Evaluators and Process Evaluators

**Data Collected by:** Project Evaluation Staff

**Instrument Description:** School Sentiment Index

### Brief description of the instrument:

There are thirty-seven questions about school, such as, "Do you like being at school," that require a yes or no answer. The answers are coded by the student on a computer coding sheet.

### To whom was the instrument administered?

Approximatley one-half of third graders and one-half of fourth graders.

### How many times was the instrument administered?

Two (Each student received a pretest and a posttest)

### When was the instrument administered?

November, 1974 and April, 1975

### Where was the instrument administered?

In the classroom or in the school cafeteria

### Who administered the instrument?

Evaluators and Process Evaluators from the Office of Research and Evaluation

### What training did the administrators have?

Prior to the fall testing, a two hour training session was conducted in the Office of Research and Evaluation for test administrators.

### Was the instrument administered under standardized conditions?

All tests were administered by trained test administrators in classrooms or in school cafeterias. Standard instructions to the student were used and a proctor/student ratio of one proctor to each fifteen students, excluding test administrators, was adhered to whenever possible.

### Were there problems with the instrument or the administration that might affect the validity of the data?

Two problems did arise during some of the test administrations. Teachers of some of the students being tested acted as test proctors, it is conceivable that students were inhibited in their responses to school related questions due to the presence of the teacher. In some cases the noise level in the cafeteria (due to work continuing in adjoining kitchens) was such that it was distracting to the test administrators and the students.

### Who developed the instrument?

Instructional Objectives Exchange (I.O.X.)

### What reliability and validity data are available on the instrument?

Reliability will be estimated on the basis of the year's testing

### Are there norm data available for interpreting the results?

No

## SCHOOL SENTIMENT INDEX

The School Sentiment Index was administered as an alternative to the self-concept tests being widely used in special programs. A 50% random sample, stratified by Title I/non-Title I status (Title I is for low income students) and sex, was selected from the third and fourth grades in all project schools.

The staff in the Office of Research and Evaluation was trained in the administration of the SSI, and they conducted all of the testing in the schools. Pretests were given in November, 1974, and posttest in April, 1975.

### Analysis

Students tested were identified as belonging to a bilingual, a team, or a monolingual classroom. Then an analysis of variance for repeated measures was performed. The design was a 3 x 2 with three between group comparisons and two within (pre/post). The VSTAT Library's AOV123 Program was used for the calculations.

### Results

Overall, the students tested showed significant losses from the fall to the spring. These losses were consistent for all three groups. Table 1 displays the scores. In the table, the A source is a comparison of the three groups with each other. The B source is a comparison of pre and post scores. The AB interaction investigates the possibility that the three groups changed differentially over the year. Only the pre post change was significant beyond the .05 level of confidence.

### Conclusions

Over the course of the school year project students and non-project students showed a decline in their positive feelings toward school. This could have been the result of the times of the year in which the students were tested or a real change in a negative direction.

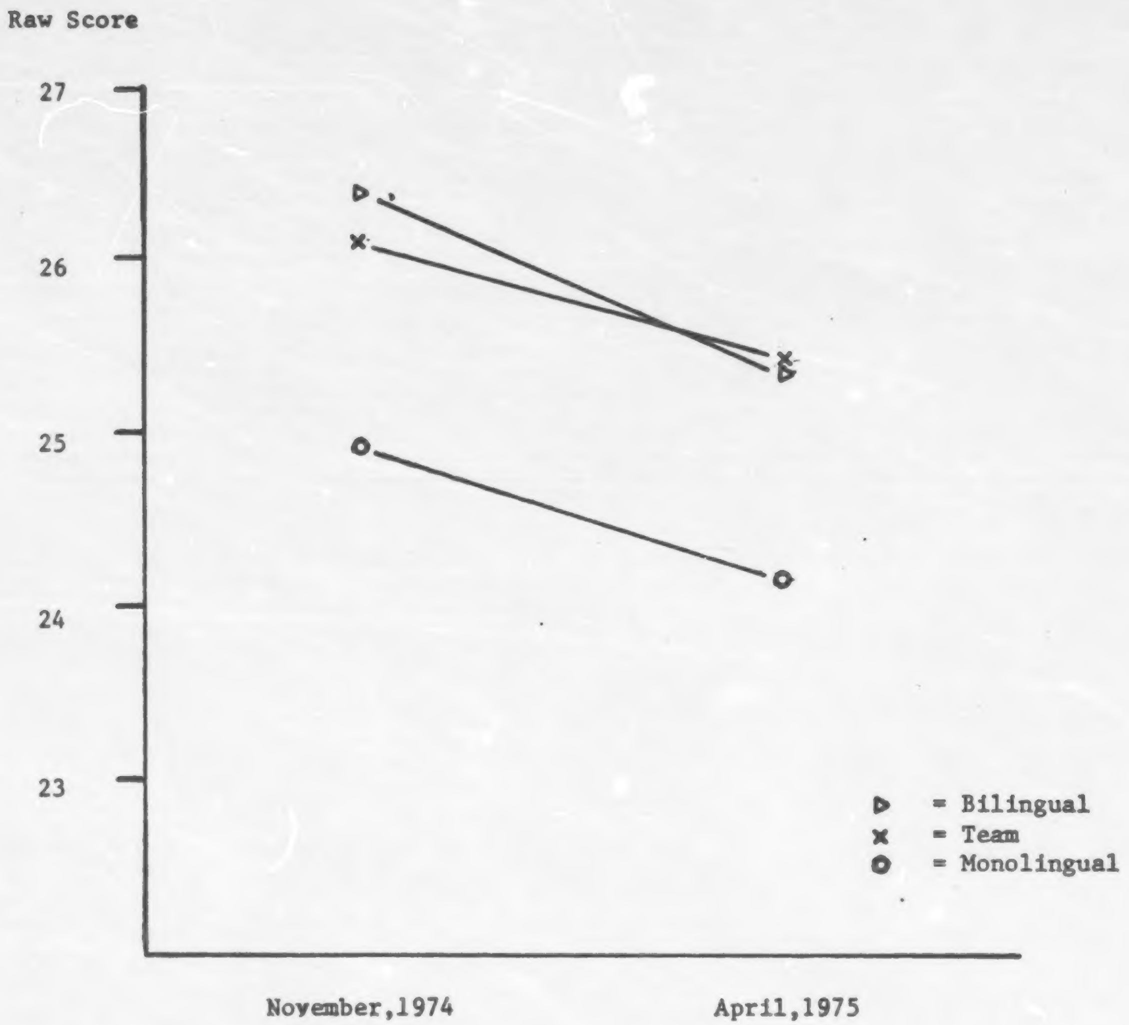
## SIXTH GRADE STUDENTS

In addition to the third and fourth grade students tested, project students in the sixth grade centers also completed the School Sentiment Index, Intermediate Level, on a pre and post basis.

The results of this testing show losses in positive attitudes toward school in five of the six centers. Table 2 displays the pretest means and posttest means for each school as well as for the District as a whole. These district figures are from a separate sampling of students tested by other projects.

## Table 1

### Total Scores on the
### School Sentiment Index
### Title VII Bilingual Project
### Third and Fourth Grades



| Group | N | November,1974 | April,1975 | Change |
|---|---|---|---|---|
| Bilingual | 82 | 26.2339 | 25.3908 | -.8431 |
| Team | 100 | 26.1561 | 25.3974 | -.7587 |
| Monolingual | 158 | 24.9174 | 24.1471 | -.7703 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 166.8306 | 2 | 83.4153 | 1.4218 | .2414 |
| B | 73.6051 | 1 | 73.6051 | 4.2374 | .0379 |
| AB | .1644 | 2 | .0822 | .0047 | .9956 |

## Table 2

## Sixth Grade School Sentiment Index

## Scores For Project Students And A.I.S.D.

| School | PRE | | POST | | Change |
|---|---|---|---|---|---|
| | N | Mean | N | Mean | |
| Baker | 28 | 36.9 | 25 | 37.9 | +1.0 |
| Joslin | 28 | 37.4 | 31 | 36.4 | -1.0 |
| Webb | 116 | 34.5 | 108 | 27.8 | -6.7 |
| Blanton | 92 | 37.0 | 83 | 28.7 | -8.3 |
| Read | 27 | 39.3 | 30 | 30.7 | -8.6 |
| Travis Hts. | 46 | 41.7 | 46 | 37.3 | -4.4 |
| District | 420 | 36.2 | 434 | 32.7 | -3.5 |

# Appendix ~~T~~ M

## Instrument Report

## Piers Harris Self-Concept Test

Date/Period of Administration: November, 1974 and April, 1975

Population: Third and Fourth Grade Students

Administered by: Office of Research and Evaluation Staff

Data Collected by: Project Evaluation Staff

# Instrument Description: Piers Harris Self-Concept Test

Brief description of the instrument:

The test consists of 80 self-report items such as "I like being the way I am" and "I am slow in finishing my school work." The response to each item is considered to be a description by the pupil of some aspect of his/her self-concept.

To whom was the instrument administered?

50% stratified random sample of all third and fourth grade students in special projects

How many times was the instrument administered?

Two

When was the instrument administered?

November, 1974 and April, 1975

Where was the instrument administered?

In the cafeterias and classrooms

Who administered the instrument?

The staff of the Office of Research and Evaluation

What training did the administrators have?

Prior to the fall testing, a two hour training session was conducted in the Office of Research and Evaluation

Was the instrument administered under standardized conditions?

All tests were given by trained administrators in classrooms or cafeterias. Standard instructions to the student were used, and the proctor/student ratio that is recommended in the test manual was adhered to whenever possible.

Were there problems with the instrument or the administration that might affect the validity of the data?

Several problems arose during some of the administrations of the test. 1) teachers of students being tested acted as test proctors in some instances; it is conceivable that students were inhibited in their responses to school related questions due to the presence of the teacher. 2) In some cases the noise level in the cafeterias (due to work continuing in adjoining kitchens) was such that it was distracting to the test administrators and the students. 3) When students voiced confusion over the wording of certain items, test administrators offered alternate wording. To the extent that this was done, it must be assumed that the validity was affected.

Who developed the instrument?

Dr. Ellen V. Piers and Dr. Dale B. Harris

What reliability and validity data are available on the instrument?

Kuder-Richardson Formula 21 coefficients reported in the test manual range from .78 to .93, with a median of the six coefficients reported being .895 and only one coefficient below 0.88. Thus the interval consistency of the instrument appears to be quite acceptable. The validity data reported in the manual is not as impressive or as consistent. Correlations with similar self-report measures range from .68 to .64, while correlations with ratings by teachers and peers range from .49 to those not significantly different from zero (the apha level has been computed at .90 for the total score).

Are there norm data available for interpreting the results?

Norms based on data from a Pennsylvania school district are presented in the manual. Authors of the manual caution test users that the data are generalizable to similar populations only. (Local norms have been developed for third and fourth graders in Title I schools for the total score and six subscales)

## PIERS-HARRIS SELF CONCEPT SCALE

The Piers-Harris Self Concept Scale was administered to a 50% random sample of project students, stratified by Title I, non-Title I status (Title I is for low income students) and sex. Third and fourth graders only were tested. The staff in the Office of Research and Evaluation was trained in the administration of this instrument, and they conducted all of the testing in the schools. Pretests were given in November, 1974 and posttests in April, 1975.

### Analysis

Students tested were identified as belonging to a bilingual or a team classroom. Then an analysis of variance for repeated measures, a two x two design with two between factors (bilingual and team) and two within factors ( pre and post) was computed. The VSTAT Library's AOV123 program was used for the calculation.

### Results

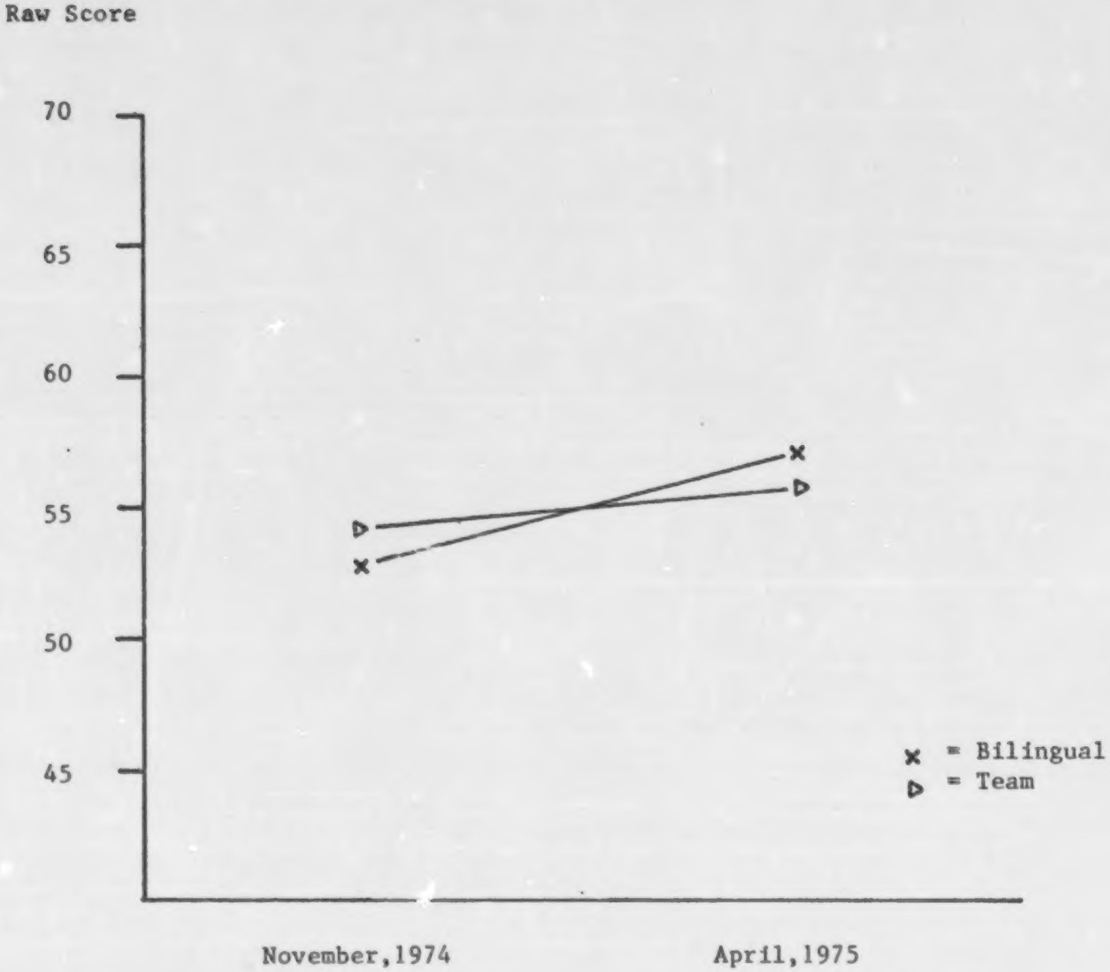
Overall, there was a gain from pre to post significant at the .0004 level. Interestingly, there was a significant interaction also. This means that the changes over time are different for the two groups. The bilingual classes' gains are significantly higher than those of the team classes.

The analyses reported show the effects of the two types of classes as source A and the results from comparisons of pre and post scores as source B. The interaction is source AB.

### Conclusions

Project students in the third and fourth grades showed significant gains across the year in positive views of themselves.

## Total Scores on the Piers Harris
## Self Concept Scale
## Title VII Bilingual Project
## Third and Fourth Grades



| Group | N | November,1974 | April,1975 | Change |
|---|---|---|---|---|
| Bilingual | 113 | 52.8567 | 57.3292 | + 4.4725 |
| Team | 122 | 54.7700 | 56.1276 | + 1.3576 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 12.6684 | 1 | 12.6684 | .0503 | .8175 |
| B | 850.1804 | 1 | 850.1804 | 14.3578 | .0004 |
| AB | 242.6971 | 1 | 242.6971 | 4.0987 | .0415 |

# Appendix ~~U~~ L

## Instrument Report

## Primary Self-Concept Test

| | |
|---|---|
| Date/Period of Administration: | November, 1974 and May, 1975 |
| Population: | Kindergarten Students |
| Administered by: | The Staff of the Office of Research and Evaluation |
| Data Collected by: | Project Evaluation Staff |

Instrument Description: Primary Self-Concept Inventory

Brief description of the instrument:

The test consists of two warm-up items and eighteen scored items. Each item consists of a drawing depicting at least one child in a positive role and one in a negative role. The child is told a simple story about each illustration and is asked to draw a circle around the person most like himself/herself.

To whom was the instrument administered?

Eight randomly selected students per kindergarten class

How many administrations were given?

Two

When was the instrument administered?

November, 1974 and May, 1975

Where was the instrument adminsitered?

In the classroom or another room in the school

Who administered the instrument?

Staff of Office of Research and Evaluation

What training did the administrators have?

Prior to the fall testing, a two hour training session was conducted in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

All tests were given by trained administrators in classrooms or cafeterias. Standard instructions were used and the proctor/student ratio was kept to one proctor to six students.

Were there problems with the instrument or the administration that might affect the validity of the data?

The test administration in different schools may have been conducted in differing situations, especially if the administrators did not have sufficient proctors to supervise the students.

Who developed the instrument?

Douglas C. Muller and Robert Leonette

What reliability and validity data are available on the instrument?

A test retest reliability coefficient of .91 for total scores was reported in the test manual. Construct validity of the test is claimed on the basis of factor stability across different samples of students. Content validity is claimed on the basis of written reviews by four faculty members of a southwestern university. No correlations of the test with any other test are reported.

Are there norm data available for interpreting the results?

Scores from 1973-74 Title I and ESAA testing are available.

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# PRIMARY SELF-CONCEPT INVENTORY

The instrument description on the preceding page describes the Primary Self-Concept Inventory and the procedures which were followed in administrating it to the project kindergarten students. This narrative will address the results of the analysis of the data collected.

## Analysis and Results

Three groups of project kindergarten students were identified for comparisons of their scores on the PSC. These are the students in bilingual classes in the six k-4 schools, the students in team classes in the k-4 schools, and the students in the project classes in the four k-1 schools. A three by two analysis of variance, with the A dimension being a between groups factor and the B dimension being a within groups factor for pre and post scores, was calculated using the VSTAT Library's AOV 123 program.

Results for each of the three domains and the total score are reported in the tables included here. Table 1 shows the mean pre and post scores for the three identified groups of students on the total score. The students in the team classes showed no movement at all. The students in both the bilingual classes and the aide only classes (those project classrooms in the k-1 schools) showed some gains. Overall these gains were not significant at the .05 level of confidence. Even though the gains in the aide only schools were greater than in the other classes, the AB interaction of groups and gains was not significant.

The same pattern was seen for each of the domains. Table 2 presents the means for the Personal-Self Domain, Table 3 presents the means for the Social-Self Domain, and Table 4 presents the means for the Intellectual-Self Domain. In the Intellectual-Self Domain, the gains approached the .05 level of significance for all three groups.

## Conclusions

Although gains were measured for the project students across the year in self-concept, those gains cannot be considered significant beyond the .05 level of confidence. The students in the aide only classes in the k-1 schools consistently out gained the other students; however, these differences were not significant either. Therefore, a trend in the positive direction was found, but this trend was not large enough to produce changes which met the established levels of confidence.

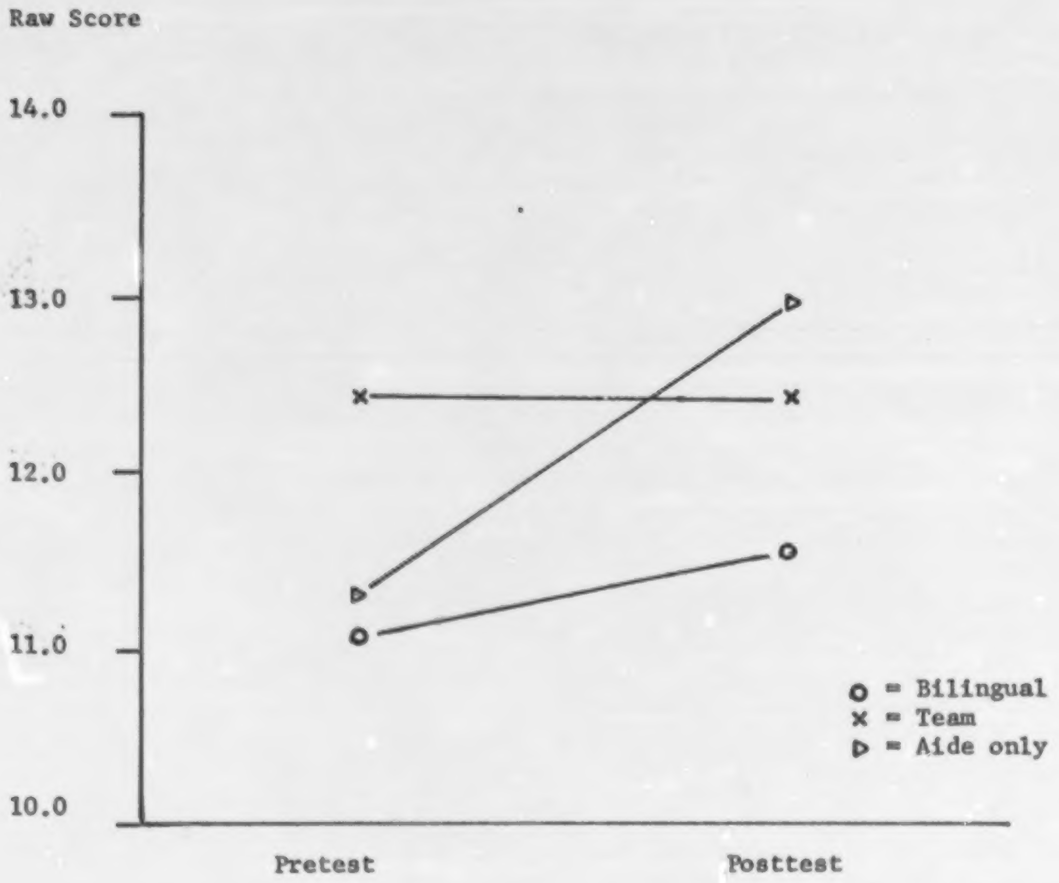
## Primary Self Concept Inventory

## Title VII Students

## Kindergarten

## Table 1

### Total Score



| Group | N | Pretest | Posttest | Change |
|---|---|---|---|---|
| Bilingual | 36 | 11.0833 | 11.5833 | +.500 |
| Team | 44 | 12.4545 | 12.4545 | 0 |
| Aide only | 28 | 11.3214 | 13.0000 | +1.6786 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 47.0431 | 2 | 23.5216 | 1.5294 | .2199 |
| B | 27.5238 | 1 | 27.5238 | 2.6452 | .1029 |
| AB | 25.8447 | 2 | 12.9224 | 1.2419 | .2926 |

## Primary Self Concept Inventory

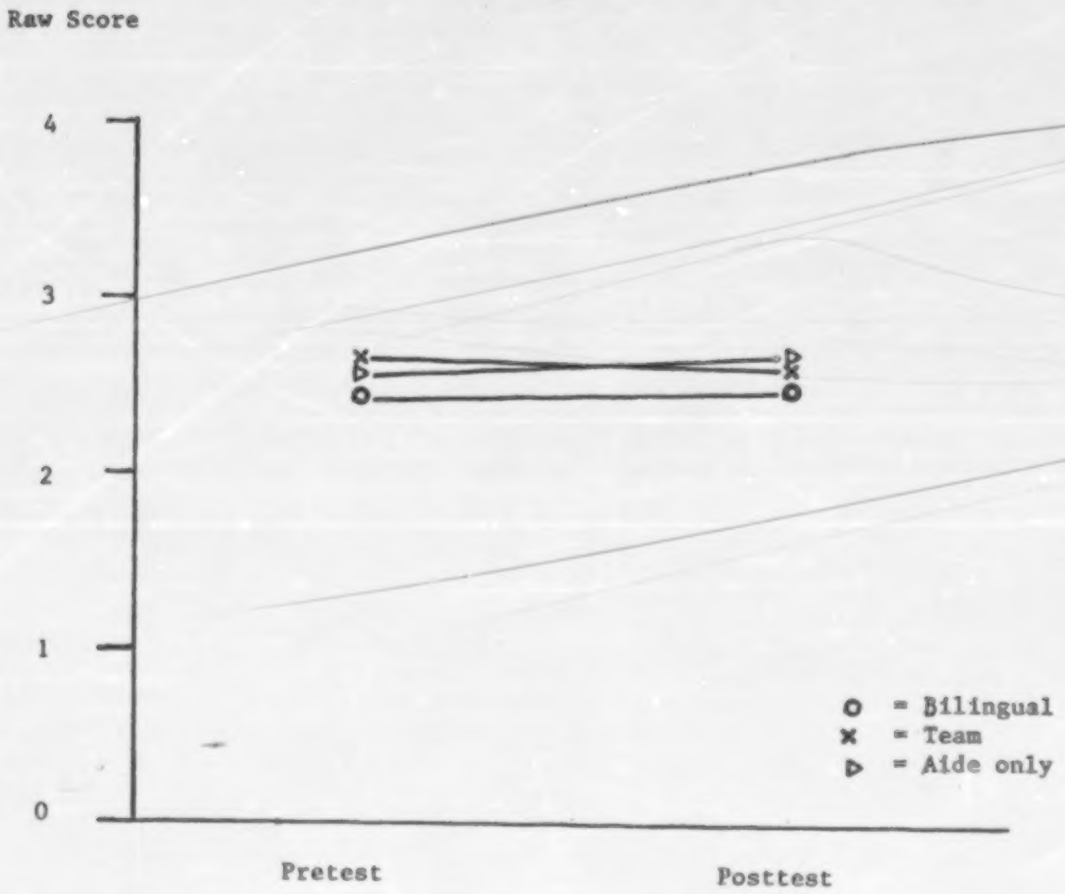
## Title VII Students

## Kindergarten

## Table 2

### Personal-Self Domain

### (Physical Size, Emotional State)



| Group | N | Pretest | Posttest | Change |
|---|---|---|---|---|
| Bilingual | 36 | 2.4444 | 2.5000 | +.055 |
| Team | 44 | 2.6364 | 2.5455 | -.091 |
| Aide only | 28 | 2.5714 | 2.6786 | +.110 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 3.7429 | 2 | 1.8714 | .6986 | .5041 |
| B | 3.5179 | 1 | 3.5179 | 1.6553 | .1982 |
| AB | 9.3266 | 2 | 4.6633 | 2.1943 | .1144 |

## Primary Self Concept Inventory

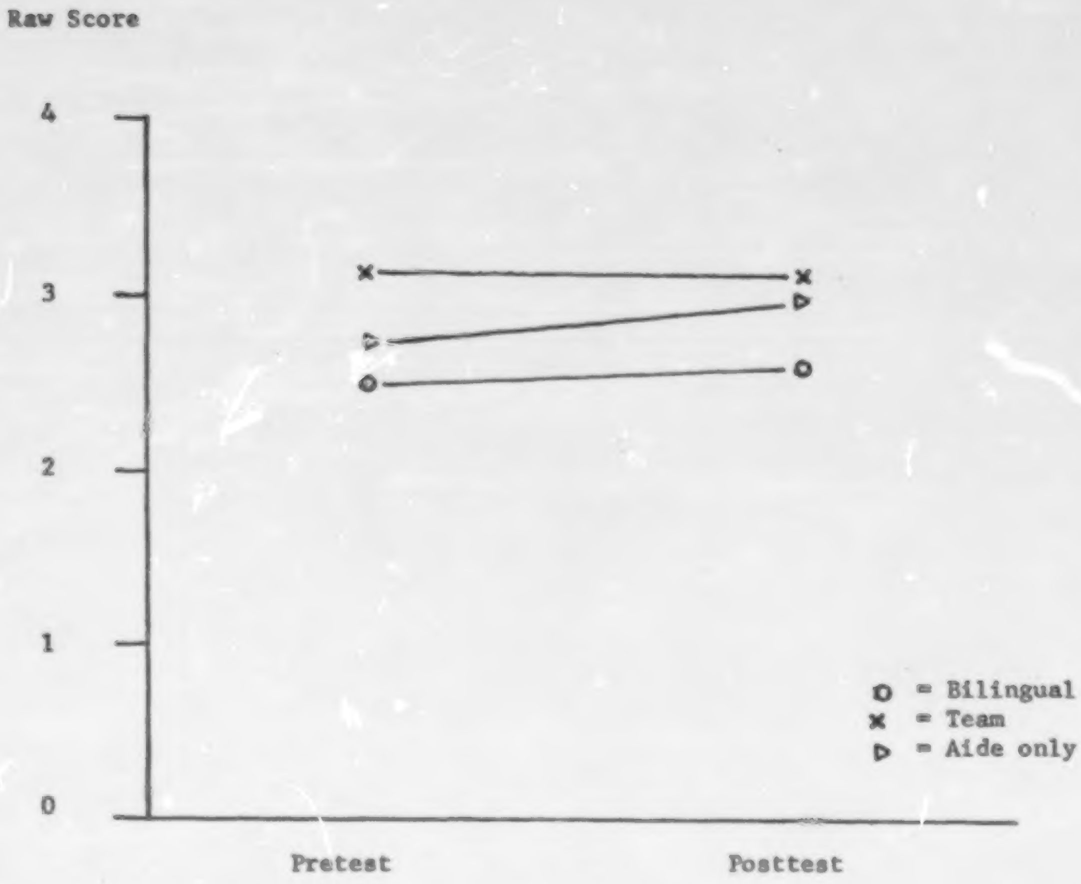
## Title VII Students

## Kindergarten

## Table 3

Social-Self Domain

(Peer Acceptance,Helpfulness)



| Group | N | Pretest | Posttest | Change |
|---|---|---|---|---|
| Bilingual | 36 | 2.5000 | 2.5833 | +.083 |
| Team | 44 | 3.1136 | 3.0227 | -.090 |
| Aide only | 28 | 2.8571 | 3.0000 | +.143 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | .7128 | 2 | .3564 | .5157 | .6043 |
| B | 1.7004 | 1 | 1.7004 | 2.8648 | .0896 |
| AB | .8903 | 2 | .4451 | .7500 | .4791 |

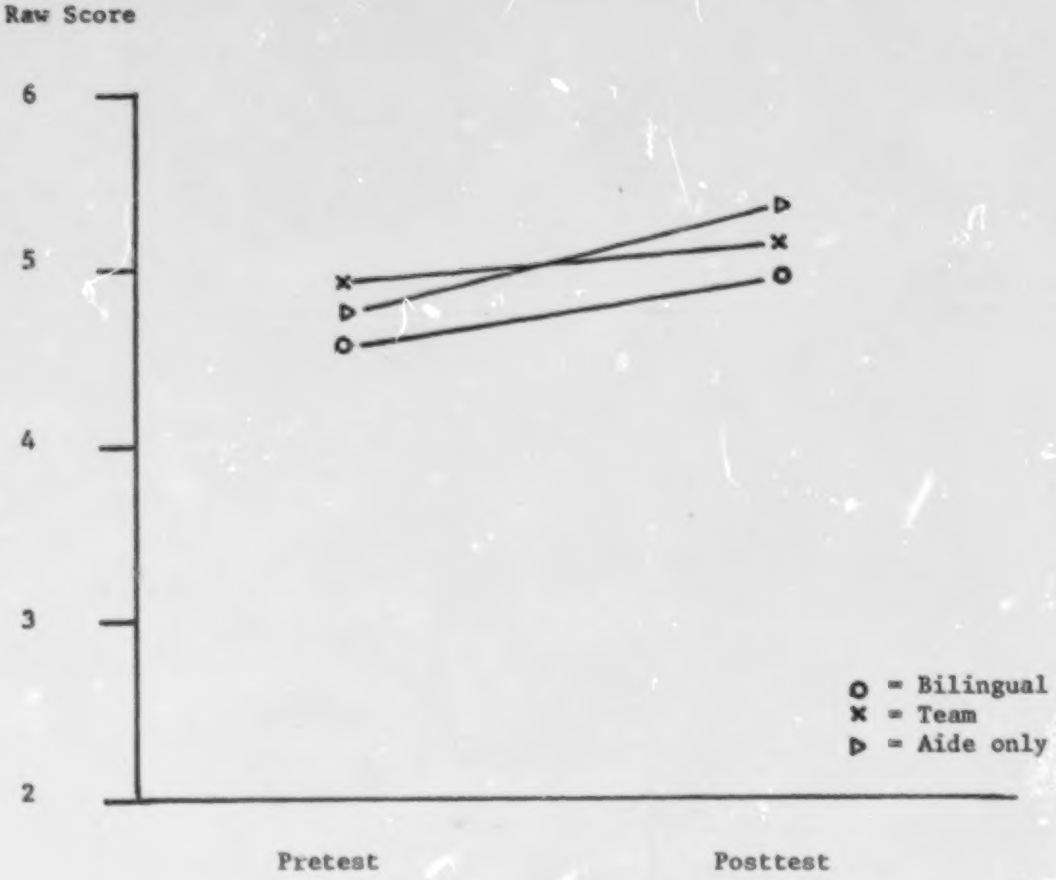
## Primary Self Concept Inventory

## Title VII Students

## Kindergarten

## Table 4

### Intellectual-Self Domain
### (Success, Student Self)



| Group | N | Pretest | Posttest | Change |
|---|---|---|---|---|
| Bilingual | 36 | 4.4722 | 4.9444 | +.472 |
| Team | 44 | 4.9545 | 5.0455 | +.091 |
| Aide only | 28 | 4.6071 | 5.2143 | +.607 |

| Source | S.S. | D.F. | M.S. | F | P |
|---|---|---|---|---|---|
| A | 3.1083 | 2 | 1.5542 | .7646 | .4722 |
| B | 7.9422 | 1 | 7.9422 | 3.7456 | .0525 |
| AB | 2.4942 | 2 | .3818 | .5101 | .6076 |

# Appendix V K

# Instrument Report

# Prueba de Lectura

Date/Period of Administration: May, 1975

Population: Second, Third, Fourth, and Fifth Grade Project Students

Administered by: Project Evaluators and Process Evaluators

Data Collected by: Project Evaluation Staff

**Instrument Description:** Interamerican Series Prueba de Lectura
Level L-2-CEs

Brief description of the instrument:

Level 2 consists of 110 Spanish items. Forty items test level of comprehension, thirty items test speed of comprehension, and forty items test vocabulary.

To whom was the instrument administered?

Random sample from grades 2nd, 3rd, 4th and 5th bilingual classes

How many times was the instrument administered?

Once

When was the instrument administered?

May, 1975

Where was the instrument administered?

In the school cafeteria

Who administered the instrument?

Staff from the Office of Research and Evaluation

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

All tests were given by trained administrators in classrooms of cafeterias. Standard instructions to the student were used.

Were there problems with the instrument or the administration that might affect the validity of the data?

In some cases, the noise level in the cafeterias (due to work continuing in adjoining kitchens) was such that it was distracting to the test administrator and the students.

Who developed the instrument?

Original test (1950) was developed by the Committee on Modern Languages of the American Council on Education and published by Educational Testing Service. The current version is a revision of the original test done by Herschel T. Manuel and published by Guidance Testing Associates, Austin, Texas.

What reliability and validity data are available on the instrument?

Reliability coefficients based on administration of alternate forms (c and D) of the test to the same group ranged from .39 to .74 for Level 2. No validity data are reported for Level 2 of the test.

Are there norm data available for interpreting the results?

Scores from spring, 1974 testing are available for comparisons.

## PRUEBA DE LECTURA

Project students were tested with the Inter American Series Prueba De Lectura L2CES as a way of establishing a data base for Spanish reading achievement in grades 2-5. From past experiences in the District with the Prueba De Lectura, a decision was made to use L2CES, the second level of the series, for all grades.

Students from all bilingual and team classes in grades 2-5 were sampled to produce a pool of subjects made up of three boys and three girls from each class. The process evaluators conducted all of the testing to ensure standardization across schools.

The results for the project are reported in Table 1. There is a natural progression across the grade levels for the reported raw scores. There are no national norms available for comparisons; however, there are limited standardization data published on a sample of students in California from the spring of 1970. Second grade students in California scored 32.2 on L2CES as compared to the project's mean of 30.01. Third grade students in California scored 35.8 as compared to the project's mean of 39.3. No fourth grade comparison scores were reported.

Table 2 breaks down these scores by school and by grade level within each school.

It is hoped that this testing of project students with the Inter American Series will continue in future years so that the project and the District will be able to trace the progress of students in Spanish reading throughout the grade levels. There are some considerations for not using these tests with Austin students, in particular their level of difficulty and the non-local vernacular used; however, the benefits in terms of comparisons of student achievement levels over the years and with other projects who have used or who are using these tests seem to warrant their continued use.

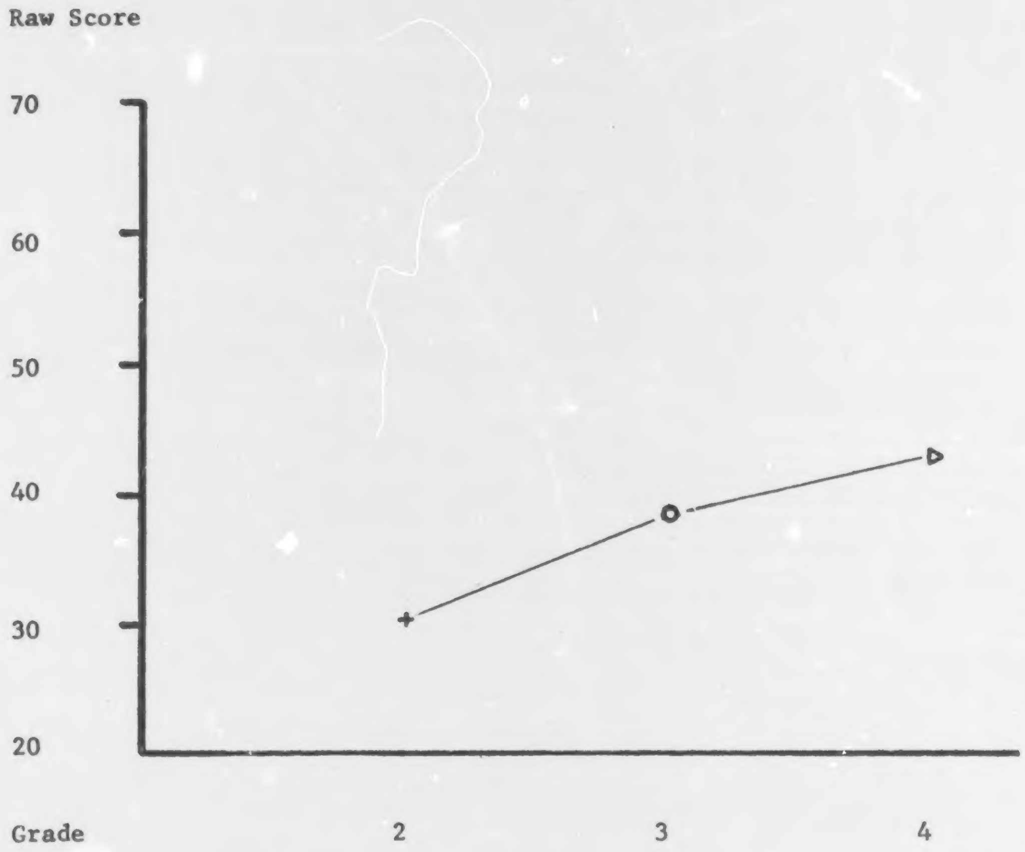
Table 1

Comparison of Scores for

Grades 2, 3, and 4 on the

Prueba De Lectura L2 CES

Spring, 1975



| Grade | Level of Comprehension | Speed of Comprehension | Vocabulary | Total Score |
|---|---|---|---|---|
| 2 | 11.79 | 6.79 | 11.43 | 30.01 |
| 3 | 14.88 | 8.46 | 15.68 | 39.03 |
| 4 | 16.22 | 9.50 | 16.92 | 42.64 |

Table 2

School Means - Total Score

Prueba De Lectura L2CES

Spring,1975

| School | Grade | N | Mean | S. D. |
|---|---|---|---|---|
| Becker | 2 | 12 | 34.83 | 10.86 |
| | 3 | 11 | 58.00 | 15.07 |
| | 4 | 11 | 66.90 | 16.15 |
| Brooke | 2 | 10 | 34.40 | 10.44 |
| | 3 | 17 | 33.29 | 7.11 |
| | 4 | 18 | 37.27 | 15.25 |
| Dawson | 2 | 11 | 28.18 | 9.21 |
| | 3 | 11 | 30.81 | 7.65 |
| | 4 | 8 | 34.75 | 18.52 |
| Ortega | 2 | 11 | 25.81 | 3.86 |
| | 3 | 11 | 27.18 | 5.86 |
| | 4 | 12 | 28.00 | 7.59 |
| Ridgetop | 2 | 6 | 29.66 | 9.11 |
| | 3 | 11 | 42.00 | 11.35 |
| Zavala | 2 | 8 | 25.87 | 6.03 |
| | 3 | 19 | 43.10 | 13.77 |
| | 4 | 13 | 47.92 | 15.72 |
| | 5 | 12 | 58.33 | 19.83 |

# Appendix W

## Instrument Report

## Spanish Criterion Reference Test

Date/Period of Administration: Fall, 1974 and Spring, 1975

Population: Kindergarten through Fifth Grade Students

Administered by: Bilingual Classroom Teachers and Aides

Data Collected by: Project Evaluation Staff

**Instrument Description:** Spanish Criterion Referenced Test

Brief description of the instrument:

The SpCRT is a diagnostic instrument designed to identify a student's strengths and weaknesses in Spanish reading and to identify for that student a set of instructional objectives toward which to work. The three major categories of objectives are: phonetic analysis, structural analysis, and comprehension.

To whom was the instrument administered?

In the fall, 1974, to all students in kindergarten and fifth grade project classes, and in the spring, 1975, to all students in kindergarten and fifth grade that had received a valid pre-test score

How many times was the instrument administered?

Two

When was the instrument administered?

In the fall and in the spring

Where was the instrument administered?

In the classroom

Who administered the instrument?

Classroom teachers and aides

What training did the administrators have?

Two workshops - one to learn to administer the instrument, the other to learn how to score it

Was the instrument administered under standardized conditions?

Standardized conditions were specified in the manual. Variations among individual teachers probably occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Many of the teachers failed to understand the administration and scoring procedures as evidenced by the many invalid pretest scores.

Who developed the instrument?

A task force of eleven bilingual teachers, the staff of the 1973-1974 ESAA Bilingual/Bicultural Project, the staff of the Office of Research and Evaluation, and a variety of consultants

What reliability and validity data are available on the instrument?

Content validity is assumed since teachers established the objectives.

Are there norm data available for interpreting the results?

No

## SPANISH CRITERION REFERENCED TEST

The instrument description on the preceding page describes the SpCRT and the procedures followed in its administration. The dual purpose of the SpCRT was to provide teachers with diagnostic information about the reading competencies of their students while allowing the evaluation staff to measure students' progress in acquiring additional competencies.

There are six levels of the test.

Level A = Kindergarten Instructional Level
" B = First Grade " "
" C = Second Grade " "
" D = Third Grade " "
" E = Fourth Grade " "
" F = Fifth Grade " "

Within each level, there is a list of objectives corresponding to a set of test items. Classroom summary forms were completed displaying the level of attainment each student in each classroom achieved for each objective on his/her instructional level.

There were many probelms with the administration of the SpCRT. The major ones were these.

1. The format of the test and the administration procedures were new and unfamiliar to the teachers.
2. Since the SpCRT had not been administered before on a large scale, knowing how to estimate a student's instructional level was difficult and caused many students to be tested at several levels or to be tested only at a level at which they already had mastered the objectives.
3. As a result of number 2 above the time involved in testing was very large which spread out the actual pre testing across about two months of the school year.
4. Some teachers expressed the feeling that since they had not personally worked on the development of the test that it did not reflect the objectives of their classrooms.
5. The scoring and reporting of results was also unfamiliar to the teachers, and summary sheets received in the Office of Research and Evaluation reflected many clerical errors.

As a result of the five conditions above, the scores for the SpCRT this year must be considered questionable. These scores still represent a picture of what objectives were or were not met; however, the level of reliability of any results reported is probably not very high.

## Results

Table 1 presents a project wide summary of the SpCRT results. Only students for whom a valid instructional level was identified on the pretest and who took a posttest are included in these analyses. The N's for levels A, B, C, and D are adequate for discussion purposes; however, the N's for levels E and F are too small to make any definite judgements about gains by project students.

Of those students included who took level A, 54% passed the posttest by successfully meeting at least 75% of the objectives at this level. All of these students had scored less than 75% on the pretest. At level B, the figure was 49%; at level C, 67%; and at level D, 69%. Over all levels A-F, 56.26% of the students successfully passed out of their beginning of the year instructional level.

Tables 2-7 break down the SpCRT levels into individual objectives. The percentage of students passing each objective on the pretest and the percentage passing each on the posttest are presented. A statistical test for the difference between two proportions was used to determine whether there was a significantly greater number of students meeting each objective on the posttest than on the pretest. The test used is a Z test as described in McNemar, 1962.

For each objective, the level of significance for the change from pre to post is reported. On levels A, B, and C, the majority of objectives showed significant gains. On levels D, E, and F the gains were most often not significant. These results can be most helpful in identifying areas for instructional emphasis during the next school year.

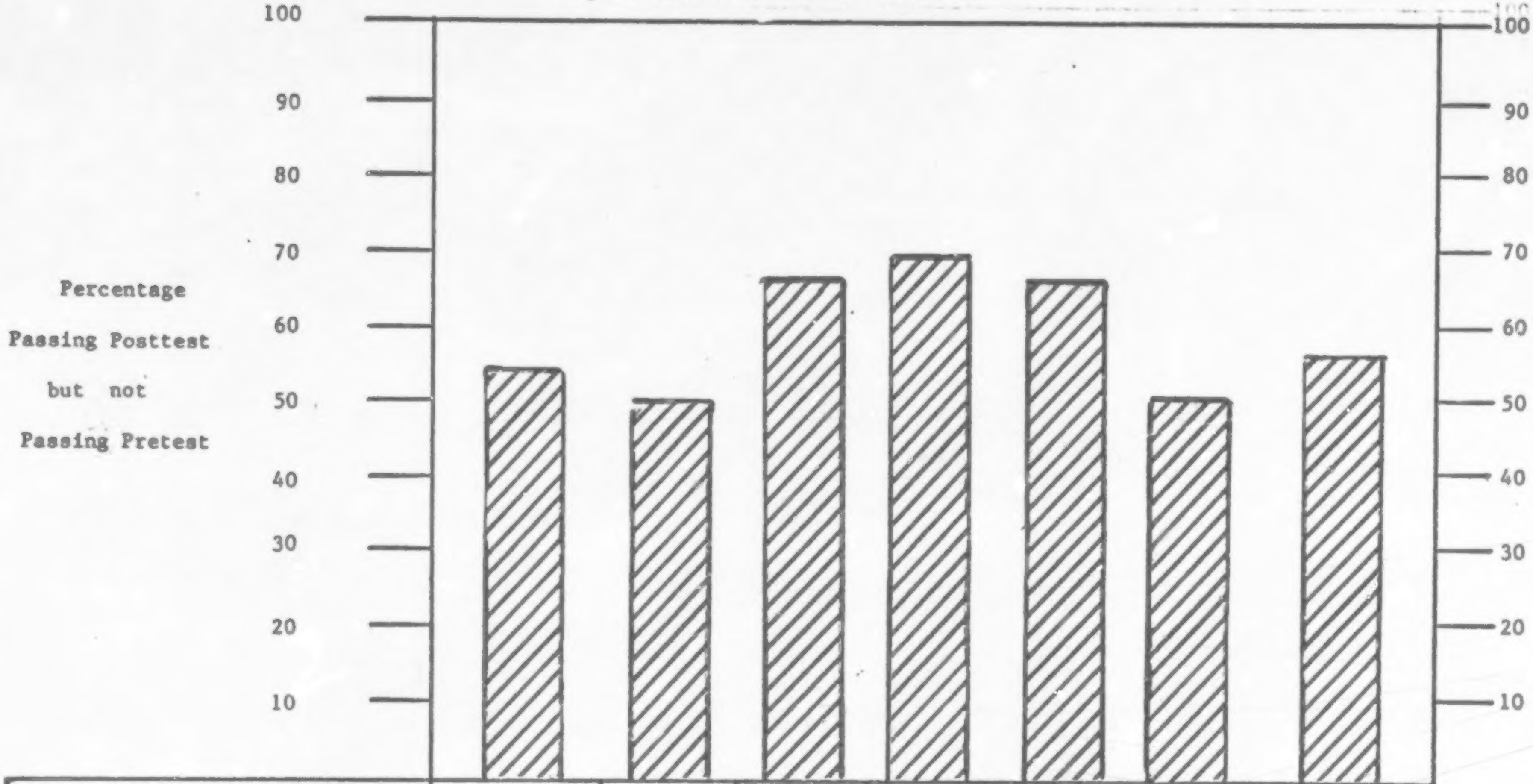
## Conclusions

There were many problems with the SpCRT which make the results reported here questionable. However, a majority of the students for which valid scores are available did show progress toward achieving the objectives measured by the SpCRT.

Because of the difficulties encountered with the SpCRT this year, the evaluation staff will be recommending that the SpCRT be used by teachers on a voluntary basis for diagnosis, but that it not be used as a full-scale project evaluation instrument.

## Table 1

Percentage of Students Not Passing SpCRT Pretest But Passing SpCRT Posttest
Project Wide Totals K-4th Grade

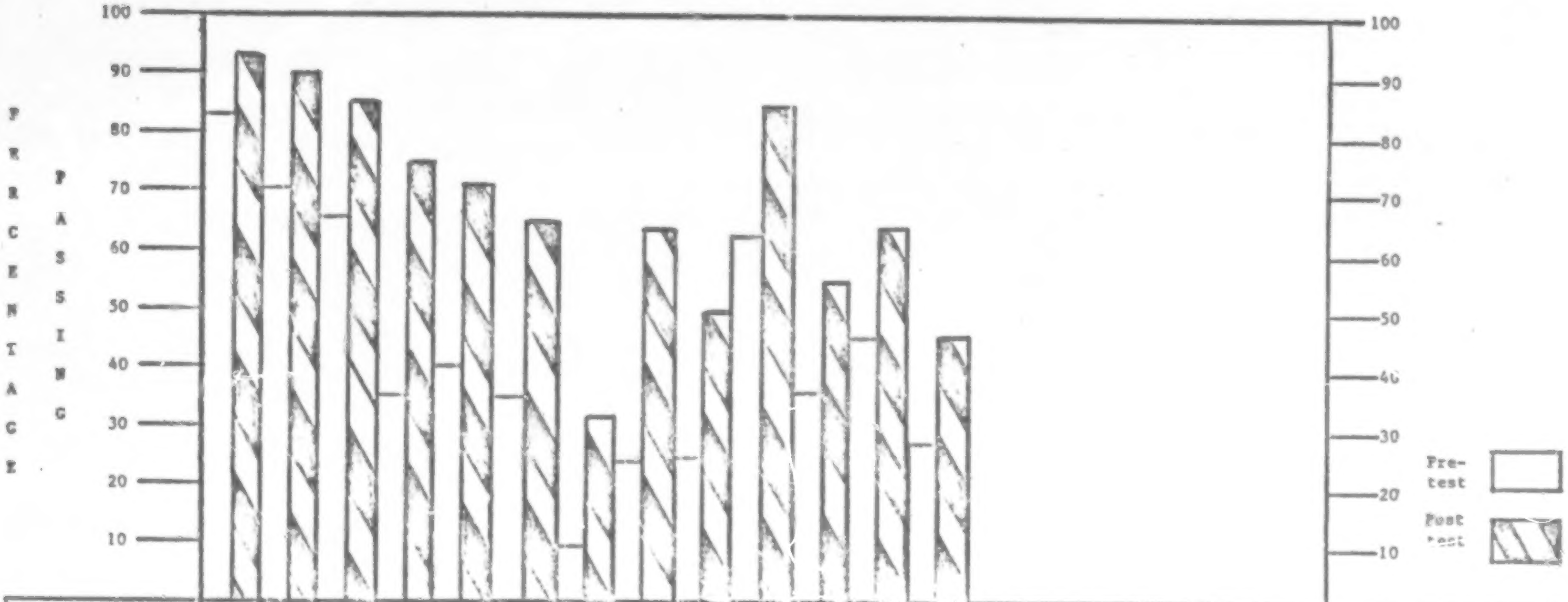


| Test (Instructional) Level | A | B | C | D | E | F | All Levels |
|---|---|---|---|---|---|---|---|
| Number Pre/Post Tested | 165 | 205 | 83 | 52 | 24 | 6 | 535 |
| Number Passing Posttest | 89 | 101 | 56 | 36 | 16 | 3 | 301 |
| Percentage Passing Posttest | 54% | 49% | 67% | 69% | 67% | 50% | 56.26% |

## Table 2

**Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975 .**

**Project Wide Totals K-4th Grade**
Level A



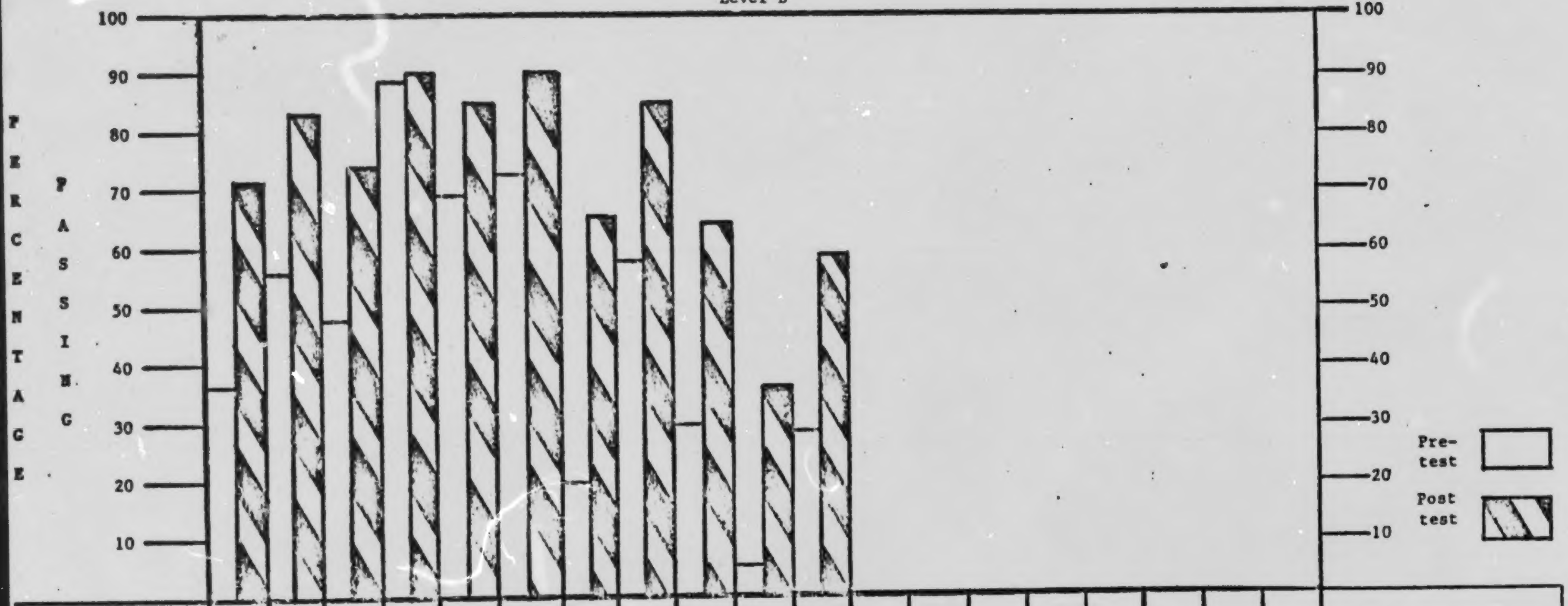
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 83 | 71 | 67 | 36 | 41 | 35 | 10 | 24 | 25 | 63 | 37 | 46 | 28 | | | | | | | % Passing Pretest |
| % Passing Posttest | 93 | 90 | 86 | 75 | 71 | 65 | 32 | 64 | 50 | 85 | 55 | 65 | 47 | | | | | | | % Passing Posttest |
| Change | +10 | +19 | +19 | +39 | +30 | +30 | +22 | +40 | +25 | +22 | +18 | +19 | +19 | | | | | | | Change |
| Level of Significance | N.S. | .05 | .05 | .005 | .005 | .005 | .005 | .005 | .005 | .01 | .01 | .05 | .005 | | | | | | | Level of Significance |

## Table 3

### Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975

### Project Wide Totals K-4th Grade

### Level B



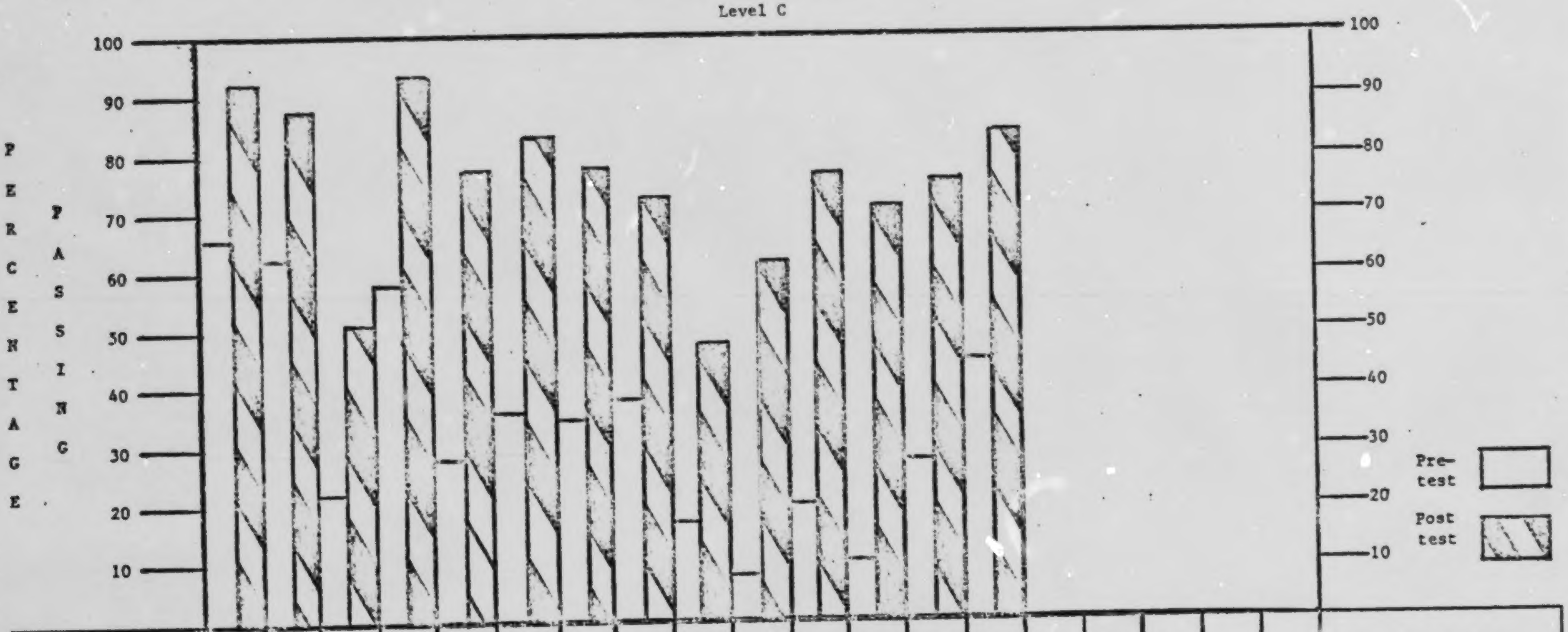
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 38 | 57 | 48 | 89 | 69 | 72 | 20 | 58 | 30 | 6 | 29 | | | | | | | | | % Passing Pretest |
| % Passing Posttest | 71 | 84 | 74 | 90 | 85 | 90 | 66 | 85 | 66 | 38 | 60 | | | | | | | | | % Passing Posttest |
| Change | +33 | +27 | +26 | +1 | +16 | +18 | +46 | +27 | +36 | +32 | +31 | | | | | | | | | Change |
| Level of Significance | .005 | .001 | .005 | N.S. | .05 | .05 | .005 | .01 | .005 | .005 | .005 | | | | | | | | | Level of Significance |

## Table 4

## Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975

### Project Wide Totals K-4th Grade

### Level C



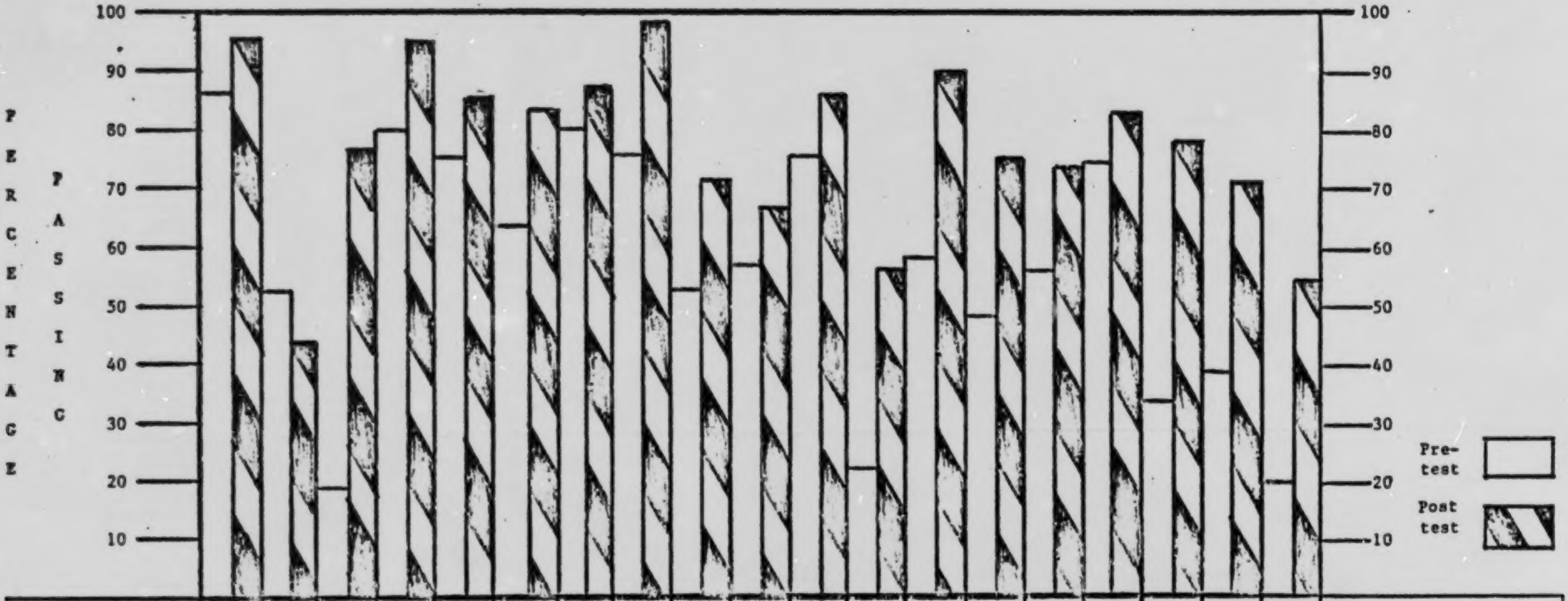
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 66 | 62 | 22 | 58 | 28 | 36 | 34 | 38 | 17 | 8 | 20 | 10 | 27 | 44 | | | | | | % Passing Pretest |
| % Passing Posttest | 92 | 87 | 51 | 93 | 78 | 83 | 78 | 73 | 48 | 61 | 77 | 71 | 76 | 84 | | | | | | % Passing Posttest |
| Change | +26 | +25 | +29 | +35 | +50 | +47 | +44 | +35 | +31 | +53 | +57 | +61 | +49 | +40 | | | | | | Change |
| Level of Significance | .05 | .05 | .001 | .005 | .005 | .005 | .005 | .005 | .005 | .005 | .005 | .005 | .005 | .001 | | | | | | Level of Significance |

## Table 5

**Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975**

**Project Wide Totals K-4th Grade**

**Level D**



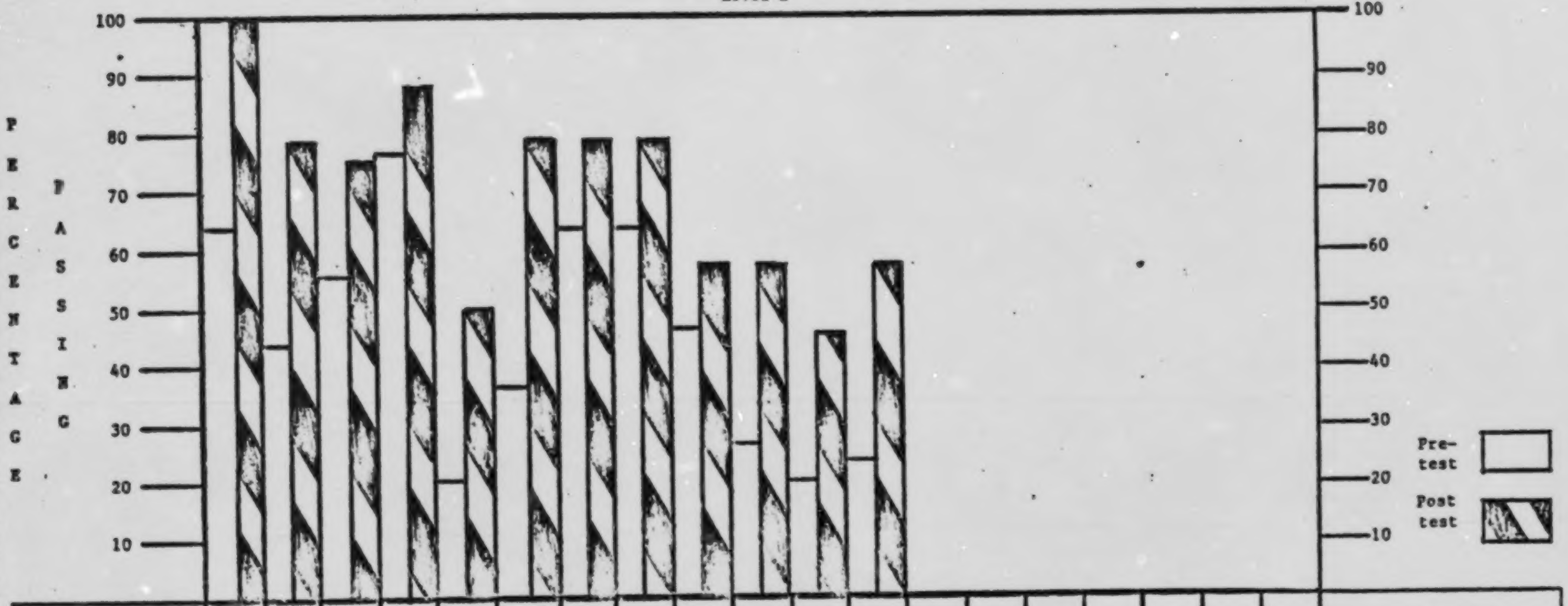
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 87 | 52 | 19 | 80 | 76 | 63 | 80 | 76 | 52 | 57 | 76 | 22 | 59 | 48 | 57 | 74 | 33 | 39 | 20 | % Passing Pretest |
| % Passing Posttest | 96 | 44 | 77 | 96 | 85 | 83 | 88 | 98 | 71 | 67 | 85 | 58 | 90 | 75 | 73 | 83 | 79 | 71 | 54 | % Passing Posttest |
| Change | +9 | -8 | +58 | +16 | +9 | +20 | +8 | +22 | +19 | +10 | +9 | +36 | +31 | +27 | +16 | +9 | +46 | +32 | +34 | Change |
| Level of Significance | N.S. | N.S. | .005 | N.S. | N.S. | N.S. | N.S. | N.S. | N.S. | N.S. | N.S. | .005 | .05 | .05 | N.S. | N.S. | .001 | .05 | .005 | Level of Significance |

## Table 6

**Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975**

**Project Wide Totals K-4th Grade**

**Level E**



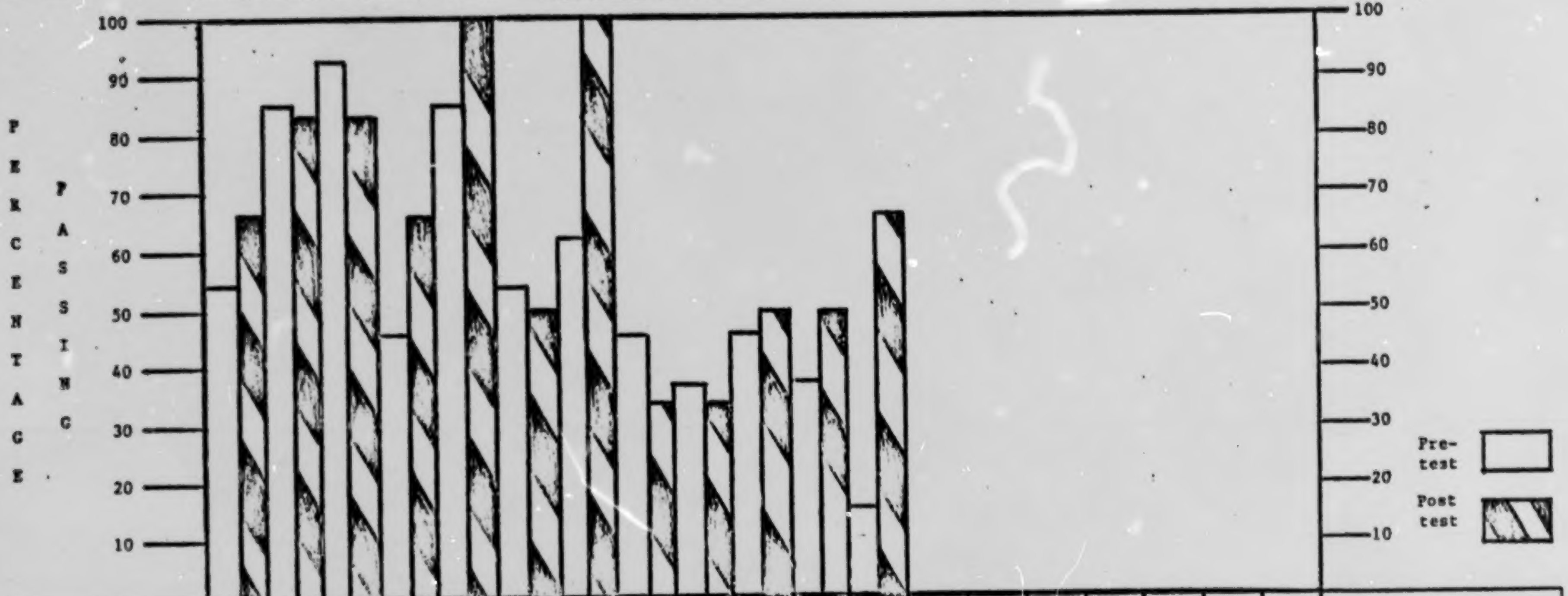
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 63 | 43 | 57 | 77 | 20 | 37 | 63 | 63 | 47 | 27 | 20 | 23 | | | | | | | | % Passing Pretest |
| % Passing Posttest | 100 | 79 | 75 | 88 | 50 | 79 | 79 | 79 | 58 | 58 | 46 | 58 | | | | | | | | % Passing Posttest |
| Change | +37 | +36 | +18 | +11 | +30 | +42 | +16 | +16 | +11 | +31 | +26 | +35 | | | | | | | | Change |
| Level of Significance | N.S. | N.S. | N.S. | N.S. | .05 | .05 | N.S. | N.S. | N.S. | .05 | N.S. | .05 | | | | | | | | Level of Significance |

## Table 7

### Percentage of Students Passing Individual Objectives in Fall 1974 Compared to Students Passing in Spring 1975

### Project Wide Totals K-4th Grade

### Level F



| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | Objective Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Passing Pretest | 54 | 85 | 92 | 46 | 85 | 54 | 66 | 46 | 38 | 46 | 38 | 15 | | | | | | | | % Passing Pretest |
| % Passing Posttest | 67 | 83 | 83 | 67 | 100 | 50 | 100 | 33 | 33 | 50 | 50 | 67 | | | | | | | | % Passing Posttest |
| Change | +13 | -2 | -9 | +21 | +15 | -4 | +34 | -13 | -5 | +4 | +12 | +52 | | | | | | | | Change |
| Level of Significance | N.S. | N.S. | N.S. | N.S. | .05 | N.S. | N.S. | N.S. | N.S. | N.S. | N.S. | .05 | | | | | | | | Level of Significance |

## Appendix ~~X~~ 14

## Instrument Report

## Spanish Oral Comprehension Test

| | |
|---|---|
| Date/Period of Administration: | October, 1973<br>May, 1975 |
| Population: | [illegible], fifth and<br>Sixth Graders in Project Schools |
| Administered by: | Project Evaluators and Process Evaluators |
| Data Collected by: | Project Evaluation Staff |

**Instrument Description:** Spanish Oral Comprehension Test
(Prueba De Comprension Oral En Español)

**Brief description of the instrument:**

The test is divided in three parts. In Part Once the student chooses a picture from a group of four according to an oral Spanish stimulus. In part Two, a word or phrase is read and the answer is chosen from four possible choices. In Part Three, a short story is read to the students, then they answer two questions about each story. Each question has four possible answers.

**To whom was the instrument administered?**

at [illegible] Heights

Two groups of sixth graders in project schools were tested. One group was made up of students currently enrolled in the bilingual program. The second group was a random sample of sixth graders in non-bilingual classes. at the other project schools, random samples of 8 students were tested from each [illegible] and [illegible] grade class

**How many times was the instrument administered?**

One

**When was the instrument administered?**

[illegible]

May, 1975

**Where was the instrument administered?**

School cafeterias

**Who administered the instrument?**

The staff from the Office of Research and Evaluation

**What training did the administrators have?**

One hour session

**Was the instrument administered under standardized conditions?**

Yes. The importance of a standardized procedure was emphasized during the training session.

**Were there problems with the instrument or the administration that might affect the validity of the data?**

Some testing sites were [illegible]

One school's students were disruptive during the testing.

**Who developed the instrument?**

The Office of Research and Evaluation in collaboration with the ESAA/Title VII Project staff.

**What reliability and validity data are available on the instrument?**

Content validity was checked by the project staff. Reliability, as measured by the alpha coefficient, was .86 for the overall test.

**Are there norm data available for interpreting the results?**

None available at this time

# SPANISH ORAL COMPREHENSION TEST

The Title VII Bilingual Project operated in six sixth grade centers in the Austin Independent School District. In four of these centers, no bilingual teachers were on the faculty and available to help in the project; in one, a single bilingual teacher ; and in one, three bilingual teachers. Each campus' program was to have served 120 students. To assist in this, a bilingual aide was placed in each center.

Since the primary focus of the aides' instructional time was Spanish language arts, in particular oral language development, this area was chosen by the project and the evaluation staff for measurement of the effectiveness of the aides. No acceptable test was found to be commercially available; therefore, the evaluation staff developed a Spanish oral language comprehension test which met several criteria, i.e. brief, group administered, focused on areas in which the aides had concentrated, objective, related to cultural events, etc.

## Development of the Test

The SpOCT was developed by the evaluation staff from materials available to the aides, pilot-tested, reviewed by the project staff, revised, and finalized. The format of the SpOCT includes three sections. The first is a series of ten vocabulary items, each with four pictures from which the student chooses the one which matches the Spanish word said by the administrator. The second part is a series of six brief oral questions or statements to which the student matches one of four oral Spanish answers. The third part has three orally presented stories each followed by two questions. Items were chosen to range from very simple to difficult.

## Selection of Students To Be Tested

Whenever possible, all students participating in the project were tested. In addition, a sample of students from those not participating was chosen. Two methods for choosing comparison students were employed. Whenever possible a table of random numbers was used to select students from all the non-project students in the school. The most common procedure was to select two random classrooms. Since students in all these sixth grade centers were assigned to classes or teaching units on a random basis, whole classrooms were representative of the school.

## Testing

All tests were administered during May, 1975 by the project's process evaluators.

## Analysis

The analysis was designed on a school level since the project activities varied so much from campus to campus. Therefore, a t test for independent samples was calculated using the VSTAT Library's AOV123 program.

## Results

Table 1 shows a comparison between the mean scores for the bilingual project groups and the non-bilingual comparison groups for each school on total score. In every case the bilingual groups scored higher, and in five of the six schools the differences were significant beyond the .05 level of confidence.

Tables 2 and 3 compare the schools on the 10 vocabulary items and on the 12 comprehension items. The same pattern eixsts for these subscales as for the overall score.

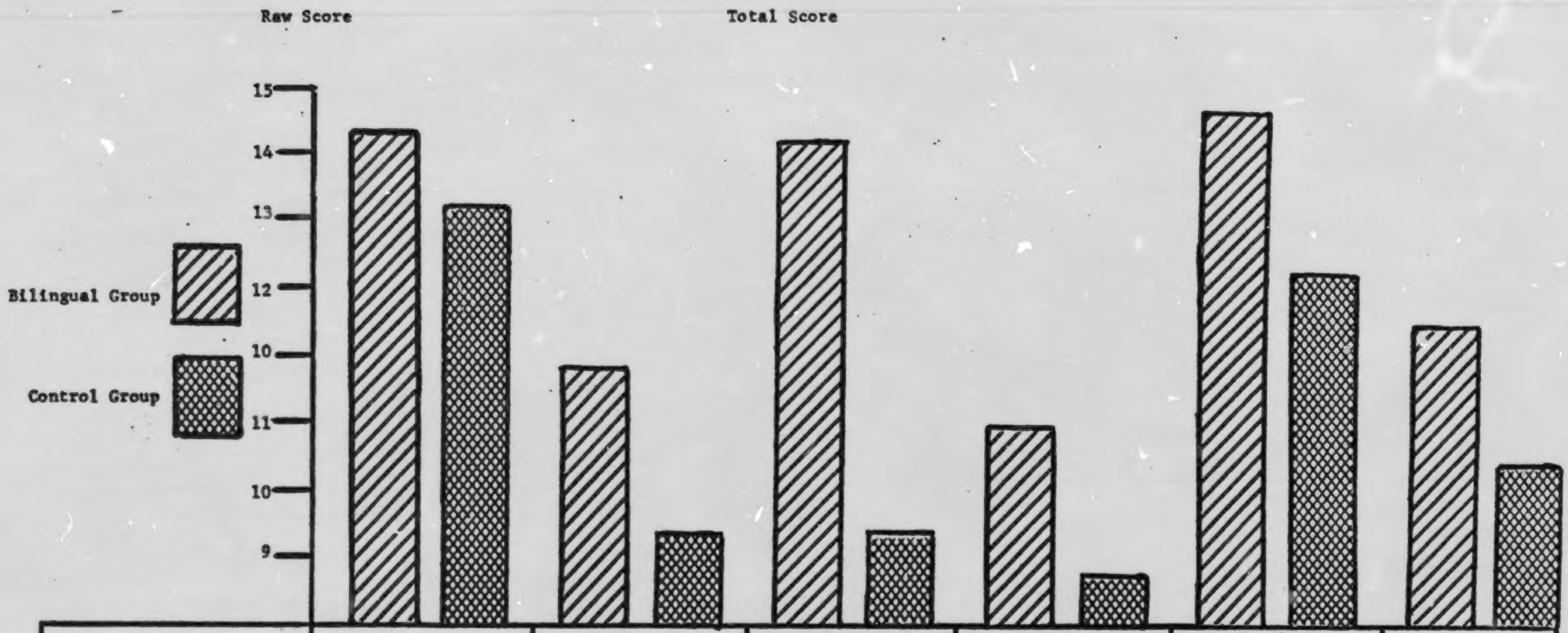
## Conclusions

The aides seem to have been successful in producing gains in oral Spanish for the project students. This adds credence to the contention that aides can be effectively used in instruction.

## Table 1

**Spanish Oral Comprehension Test**

**Title VII Sixth Grade Centers**



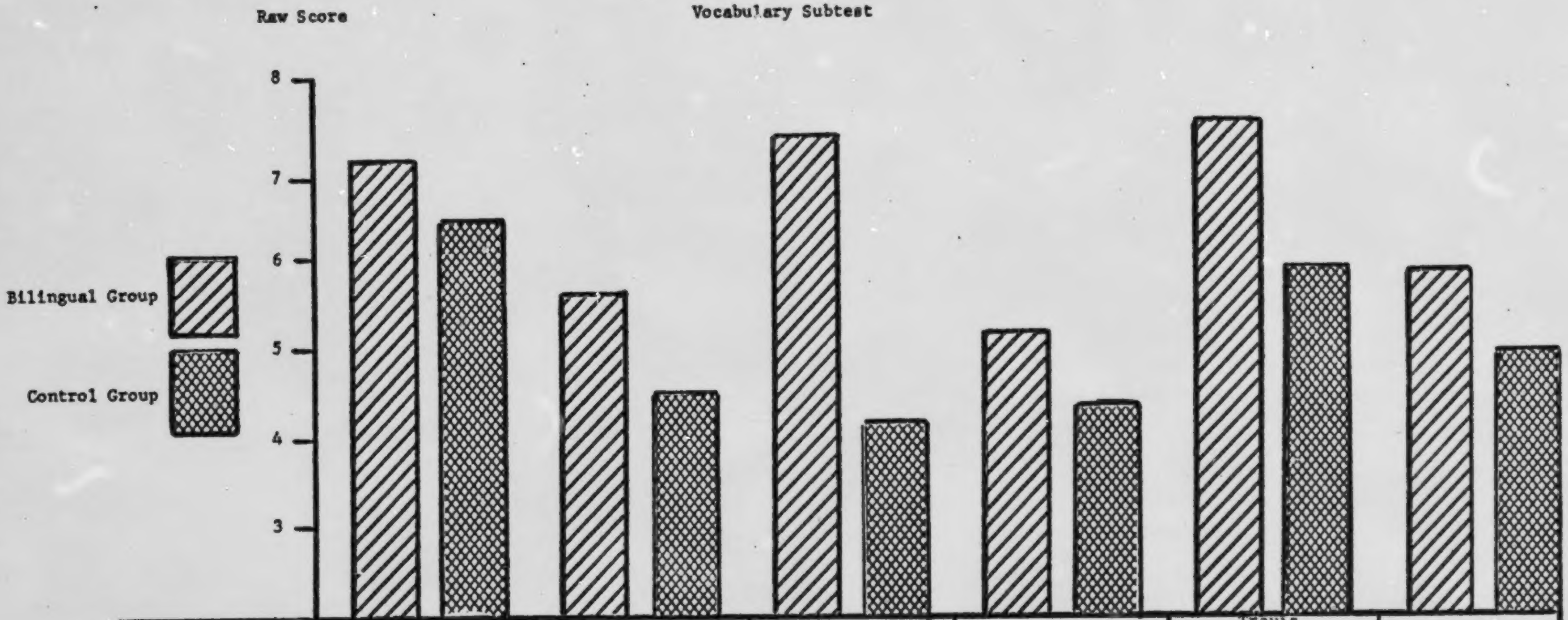
| | Baker | Blanton | Joslin | Read | Travis Heights | Webb |
|---|---|---|---|---|---|---|
| Bilingual Group Mean | 14.3636 | 10.8750 | 14.1467 | 9.9825 | 14.6154 | 11.4667 |
| Control Group Mean | 13.2222 | 8.3056 | 8.4474 | 7.7200 | 12.2500 | 9.3182 |
| Difference | 1.1414 | 2.5694 | 5.6993 | 2.2625 | 2.3654 | 2.1485 |
| Level of Significance | .4915 | .0008 | .0000 | .0013 | .0053 | .0009 |

## Table 2

### Spanish Oral Comprehension Test

### Title VII Sixth Grade Centers

### Vocabulary Subtest



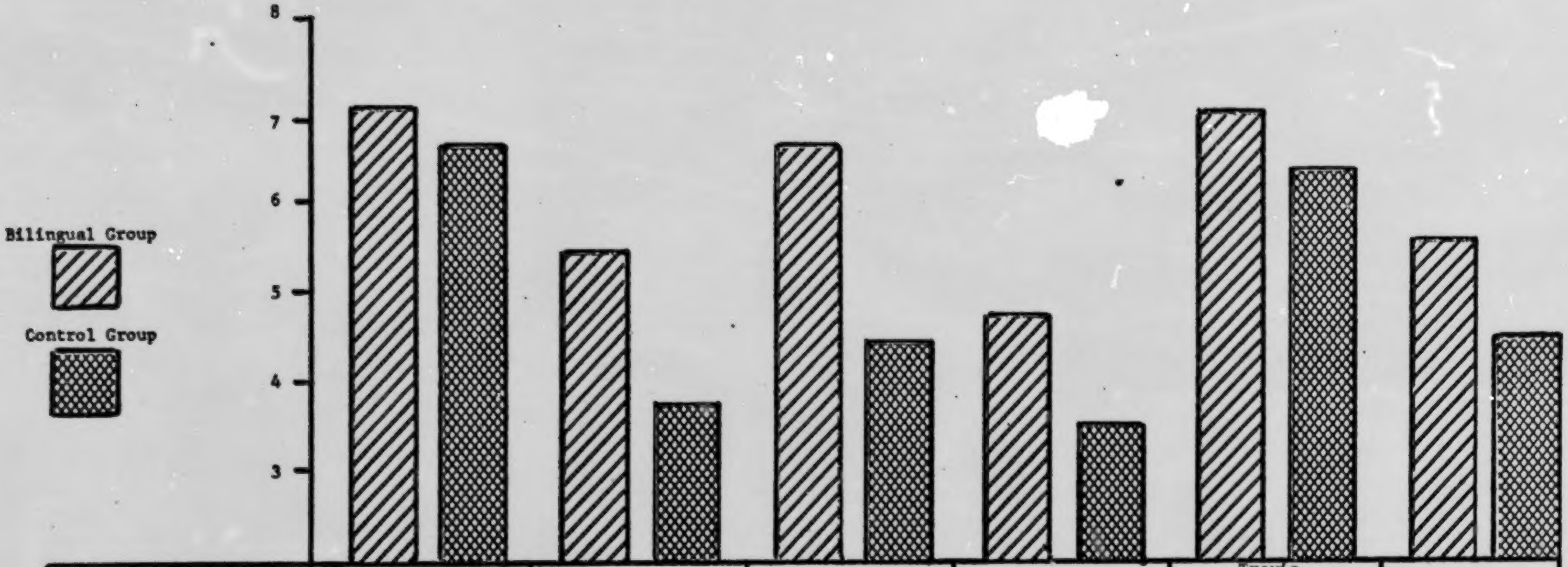
| | Baker | Blanton | Joslin | Read | Travis Heights | Webb |
|---|---|---|---|---|---|---|
| Bilingual Group Mean | 7.1818 | 5.6625 | 7.4133 | 5.1579 | 7.5879 | 5.9143 |
| Control Group Mean | 6.5185 | 4.5000 | 4.1316 | 4.2800 | 5.9423 | 4.9773 |
| Difference | .6633 | 1.1625 | 3.2817 | .8779 | 1.6456 | .9370 |
| Level of Significance | .4710 | .0050 | .0000 | .0265 | .0006 | .0088 |

# Table 3

**Spanish Oral Comprehension Test**

**Title VII Sixth Grade Centers**

**Comprehension Subtest**



| | Baker | Blanton | Joslin | Read | Travis Heights | Webb |
|---|---|---|---|---|---|---|
| Bilingual Group Mean | 7.1818 | 5.2125 | 6.7333 | 4.8246 | 7.0256 | 5.5524 |
| Control Group Mean | 6.7037 | 3.8056 | 4.3150 | 3.4400 | 6.3077 | 4.3409 |
| Difference | .4781 | 1.4069 | 2.4183 | 1.3846 | .7179 | 1.2115 |
| Level of Significance | .5838 | .0017 | .0000 | .0011 | .1381 | .0020 |

# APPENDICES

## OTHER REPORTS

# Appendix Y

# FORMATIVE REPORT

# on the

# SIXTH GRADE CENTERS

# BILINGUAL EDUCATION AT THE SIXTH GRADE CENTERS

The Austin Independent School District and the U. S. Office of Education, who jointly sponsor and financially support the efforts in bilingual education (Spanish/English) for Austin students, both require on-going assessment of the activities of the Title VII Bilingual Project. This paper is a part of that on-going evaluation effort add is timed such that the data presented herein may be used as a basis for the planning of proposed activities to be conducted by the 1975-76 Title VII Bilingual Project as well as for determining the current functioning level of the 1974-75 project.

This paper will focus on six decision questions which must be addressed by the Title VII staff, the AISD administration, and the principals and faculties of the sixth grade centers participating in the Title VII Bilingual Project. These questions are:

1. Should there be bilingual education (Spanish and English) in the six sixth grade centers currently participating in the Title VII Bilingual Project?
2. Which students should be included in a sixth grade bilingual program?
3. What components should be included in a sixth grade bilingual program (e.g. cultural awareness, English as a second language instruction, instruction in Spanish language arts and reading, content area instruction in Spanish, etc.)?
4. What resources are required for implementation of the bilingual program?
5. Should these resources be sought through federal funding sources or through local funding sources?
6. Does the current organization of the Title VII Bilingual Project require revision in order to serve the students for whom the project was intended?
7. Does the current Title VII Bilingual Project need reorganization in order to accomplish its objectives for instruction and cultural awareness?

These decision questions will be considered individually in the context of the available data about the Title VII Bilingual Project. Recommendations will be stated or alternative courses of action will be outlined for each. The recommendations made are tentative based on currently available data.

Decision Question 1:

> Should there be bilingual education (Spanish and English) in the six sixth grade centers currently participating in the Title VII Bilingual Project?

Recommendation: Yes, there should be bilingual education available in each of these six sixth grade centers.

**Supportive Data:** The philosophy of bilingual education in A.I.S.D. would include students who require or desire any one of the following:

1. Instruction in one's native language (Spanish) when the school language (English) has not yet been mastered.
2. Instruction in Spanish as a means of improving a language skill and of developing pride in a language acquired from one's home and community environment.
3. Instruction in English language arts and reading to improve skills necessary for academic achievement.
4. Exposure to and the development of knowledge about and an appreciation of one's own culture as well as the cultures of others represented in the community.
5. Acquisition of skills in Spanish as a means of better communicating in a bilingual community.

The two major thrusts of bilingual education in the sixth grades in Austin are:

1. Development of Spanish language skills.
2. Development of an awareness of and respect for various cultures.

Table 1 displays the enrollment of the sixth grade centers in the Title VII Bilingual Project broken out by ethnic group. These schools serve a Mexican American population which ranges from 4% to 41% of the overall enrollment. Unfortunately, no test data has ever been collected which would indicate the extent to which these Mexican American students are Spanish-speaking. However, the feeder school pattern as outlined in Attachment A shows that all six of these centers draw students from schools which currently have a bilingual program and which do have Spanish-dominant students, as well as a much larger number of Spanish-speaking students. Therefore, a logical assumption is that all of these centers draw students from homes in which Spanish is spoken.

## Table 1

### ETHNIC GROUP ENROLLMENT IN THE SIXTH GRADE CENTERS - SPRING 1975
(Title VII Only)

| SCHOOL | MEXICAN AMERICANS |  | BLACKS |  | ANGLOS |  |
|---|---|---|---|---|---|---|
|  | ENROLLMENT | IN BIL.EDUC. | ENROLLMENT | IN BIL. EDUC. | ENROLLMENT | IN BIL. EDUC. |
| P | 87 (18%) | 30 | 49 (10%) | 10 | 341 (72%) | 5 |
| K | 63 (11%) | 14 | 168 (30%) | 22 | 337 (59%) | 56 |
| L | 116 (13%) | 25 | 94 (10%) | 2 | 708 (77%) | 62 |
| O | 23 (4%) | 3 | 46 ( 7%) | 2 | 572 (88%) | 84 |
| M | 291 (41%) | 91 | 77 (11%) | 21 | 344 (48%) | 114 |
| N | 109 (12%) | 15 | 180 (20%) | 21 | 607 (68%) | 80 |

The Mexican American population is a key factor in the need for bilingual education. The achievement level of Mexican American students should indicate if the current all-English instructional program is meeting their needs or if alternative instructional approaches should be considered. Table 2 presents a comparison of English reading achievement scores for Mexican American and non-Mexican American students in the sixth grade centers. In every case, the mean raw score of the Mexican American students is below that for the other students (blacks and Anglos). This translates into a grade equivalent deficit of about 1-1/2 years for Mexican American students in all six schools combined. (NOTE: a number of Mexican American students did score well above the mean for non-Mexican American students; however, the average scores do indicate a discrepancy in group achievement levels). Some form of intervention (e.g. bilingual education methods and techniques) is needed.

Looking beyond the current year, ten elementary schools in Austin have broad-based bilingual instructional programs which serve students up to the fourth grade level now and which will be feeding into the sixth grade centers in September, 1976 a large group of students who have participated in bilingual education for from three to six years. These schools are indicated as currently participating in either the ESAA Bilingual/Bicultural Project or the Title VII Bilingual Project on the feeder system outline in Attachment A. These bilingually trained students will possess Spanish language skills.

Data is also available from a current study of the sixth grade centers relating to the opinions of students and faculty toward bilingual education and other related topics. Attachment B includes summaries of eight items from questionnaires completed in May, 1974. Samples of students and the faculties were asked to rate a set of topics in terms of the amount of emphasis which is placed on them ("the way it is") in the sixth grade centers and the amount of emphasis which should be placed on them ("the way it should be"). On a scale of values from 1 to 5, bilingual/bicultural education received mean discrepancies of from .26 to 1.52 between the ideal and the actual. In every case, both the students and the faculty felt that less emphasis was being placed on bilingual/bicultural education than there should be. However, the relative importance ranked it in the second half of all the topics being considered.

Other related topics also rated by both students and faculty as being emphasized less than would be ideal included learning languages other than one's own and learning about human relations. Teachers and principals also indicated discrepancies in the amounts of community involvement and federal and other outside funding.

Parental attitudes were assessed in interviews of a randomly selected sample of parents of sixth grade students in November, 1974 (See Formative Evaluation Report Number 8, Publication Number 106.25, "Fall 1974 - Parent Interviews"). When asked how much they approve of bilingual education for their children, all 44 of the parents interviewed replied "very much." The choices were "very much, some, very little, and not at all."

Table 2

### COMPARISON OF ENGLISH READING ACHIEVEMENT OF MEXICAN AMERICAN AND NON-MEXICAN AMERICAN SIXTH GRADE STUDENTS IN TITLE VII PROJECT SCHOOLS

| | SPRING 74 CAT MEANS - RAW SCORE - READING TOTAL | | | |
|---|---|---|---|---|
| *SCHOOL | ALL STUDENTS | NON MEXICAN AMERICAN | MEXICAN AMERICAN | DIFFERENCE |
| M | 31.68 | 34.04 | 28.23 | 5.81 |
| N | 37.97 | 38.25 | 35.38 | 2.97 |
| L | 40.59 | 41.41 | 32.99 | 8.42 |
| K | 41.62 | 41.91 | 37.22 | 4.69 |
| P | 44.55 | 46.08 | 27.74 | 18.34 |
| O | 46.91 | 47.04 | 37.56 | 9.48 |
| Total | 40.82 | 42.23 | 30.37 | 11.86 |

* Allan and Martin have a majority of Mexican American students but do not participate in Title VII funding.

Unfortunately, no data of any broad scope has been collected concerning the number of cultural references present or the amount of emphasis placed on cultural awareness in sixth grade classrooms. Observations of K-5 classrooms participating in the current Title VII Bilingual Project and both the 73-74 and 74-75 ESAA Bilingual/Bicultural Project indicate that classrooms in which a bilingual program is operating display more frequent references to the culture and home/community background of the students. (References: 1973-74 Evaluation Report, ESAA Bilingual/Bicultural Project and Memorandum dated February 27, 1975 to the Coordinator of Title VII from the Evaluator).

During the month of January, 1975, the Evaluator of the Title VII Bilingual Project interviewed the principals of the sixth grade centers. During each of those interviews, the principal (or in one case the principal's spokesperson) expressed a desire for bilingual education in his/her school and a willingness to support a bilingual program designed to meet the individual needs of his/her campus.

In summary, the recommendation is made that all of the sixth grade centers have a bilingual education program. Supportive data are the enrollment of Mexican American students in each center, the low achievement levels of these students in comparison to others, the impending influx of students who have been participating in bilingual programs for several years, the discrepancy seen by students and faculty between the emphasis which should be placed on bilingual education and the emphasis actually placed on it last year, the agreement of parents that they approve of bilingual education for their children, the indication that classrooms participating in bilingual education display a greater awareness of students' cultural heritage, and the statements of principals that they favor bilingual education.

Decision Question 2:

> Which students should be included in a sixth grade bilingual program?

Recommendation: Priority should be given to Mexican American Spanish-speaking students whose achievement levels are below those of other students. Bilingual education should be available as an option to all students.

Supportive Data: The supportive data cited in response to Decision Question 1 also provide support for the inclusion in bilingual education of all Mexican American Spanish-speaking students who are achieving below grade level. Opening bilingual education to any sixth grade student who wants it is supported in two ways.

The students sampled and the faculties who responded to the questionnaires referenced earlier, as well as the parents interviewed, were not predominantly Mexican American. Therefore, their responses may be viewed as a broad base feeling that bilingual education should receive more emphasis for all students.

In interviews with the principals of Title VII sixth grade centers, the desire to make bilingual education available to all students and not just Mexican American students was expressed, unelicited, by five of the six.

Decision Question 3:

> What components should be included in a sixth grade bilingual program (e.g. cultural awareness, English as a second language instruction, instruction in Spanish language arts and reading, content area instruction in Spanish, etc.)?

Recommendation: The components to be included should be determined campus by campus dependent upon the student characteristics of each. Cultural awareness and Spanish language development should be available to all students; whereas, English language development and reading should be available to Spanish-speaking students achieving below grade level. In addition, Spanish instruction in content areas should be available to Spanish-dominant students.

Supportive Data: The student characteristics vary from campus to campus as evidenced by enrollment figures from Table 1 and achievement data from Table 2. Questionnaire data presented earlier (Attachment B) show that the priority placed on bilingual education varies from school to school. Every sixth grade principal emphasized when interviewed that because of schedules and differences among the schools, each sixth grade center should design a bilingual program based on its individual needs.

Some campuses may not have students who are still Spanish-dominant by the time they reach the sixth grade. Again no data is available now on the language dominance of sixth grade students. However, as previously stated, cultural awareness activities and the option of learning Spanish should be available at all schools.

As a basis for cultural awareness activities, the A.I.S.D. Intermediate Social Studies: A Conceptual Approach curriculum guide was suggested by several principals and Dr. Bowden as the most logical base on which the bilingual program could build.

Decision Question 4:

> What resources are required for implementation of the bilingual program?

Recommendation: 1. Resources should be allocated on the basis of the components of bilingual education included and the number of students participating at each campus.

Supportive Data: If the recommendation to include different components at various schools is followed, then resources will need to be commensurate with the program on each campus. The campus with 23 Mexican American students (see Table 1) could not justify the same resources as the one with 291. The number of students participating could vary considerably from the campus with a total of 1,000 students to the campus with 500.

Recommendation 2: The bilingual program must be conducted by certified bilingual teachers, supported by bilingual aides if possible.

Supportive Data: In interviews, five of the six sixth grade center principals stated that a certified bilingual teacher is required to conduct instructional activities and that a paraprofessional aide is not sufficient. The sixth principal currently has several bilingual teachers on his faculty.

Because the sixth grade centers are organized into self-contained teaching units of from two to eight teachers, one or two bilingual teachers exclusively assigned to one unit as currently is done cannot serve all the students in need of a bilingual program in the other units. The alternatives for serving all the students are to hire at least one bilingual teacher for each unit or to hire a bilingual resource teacher who is free to serve students from all units.

Recommendation 3: Bilingual materials appropriate to the interest level as well as the instructional level of sixth grade students must be identified and/or developed.

Supportive Data: In interviews of Title VII bilingual aides working in the sixth grade centers, the need for high interest, low level bilingual instructional materials was frequently mentioned.

Recommendation 4: Community Representatives should not be provided in addition to local parental involvement personnel. However, the sixth grade principals must ensure that alternative resources are directed toward informing and involving the community.

Supportive Data: In interviews, four sixth grade principals stated that the community representative hired by Title VII was unnecessary because of the nature of a one year school, the functioning of school P.T.A.'s, the visiting teachers' activities, and the local parent volunteer program. One principal supported the community representative's activities, and one was non-committal.

The sixth grade centers, however, probably cannot justify not having a bilingual community representative without committing their current resources to informing the community about the bilingual program. In interviews during November, 1974, 57% of the parents of sixth grade students stated that they had received no information from their child's school about what the bilingual program was doing, and 40% said that they understand bilingual education very little or not at all. Attachment C contains this data excerpted from Formative Evaluation Report No. 8, Publication Number 106.25, Fall 1974- Parent Interviews.

Supportive Data: Table 1 shows the number of Mexican American students enrolled at each sixth grade center and the number enrolled in the bilingual program. In all cases, one-third or fewer of the Mexican American students are being served. This is not to say that 100% of these students are to be served; however, the Title VII Bilingual Program was committed to placing priority on those Mexican American students who are of limited English speaking ability. Since all of the schools randomly assigned students to teaching units, the chances of reaching all of the students who should be served by concentrating on only one of these units is remote.

In interviews with the principals, five of the six expressed a desire to have the bilingual aide work with students in units other than the one to which he/she is assigned. These comments were unelicited. Nothing in federal guidelines or our local proposal would prohibit this.

Decision Question 7:

> Does the current Title VII Bilingual Project need reorganization in order to accomplish its objectives for instruction and cultural awareness?

Recommendation: The Title VII bilingual aides should concentrate their efforts on cultural awareness activities and Spanish oral language development instruction. The other activities which have been assigned to them by the schools should be dropped.

Supportive Data: Each sixth grade center has been observed twice by the process evaluators, and the aides and teachers have been interviewed twice. The data collected shows the following variations in activities.

School

K - Aide instructs in oral Spanish only about 4 hours per week. Very few cultural activities or references are evident.

L - Aide conducts oral Spanish and Spanish reading daily. No cultural activities or references are evident.

M - Aide does all of her instruction in Spanish oral language development. Much cultural activity is evident.

N - Aide's schedule has varied, but she is currently conducting three hours daily of Spanish oral language and some reading. Cultural activities are abundant.

O - Aide works in all instructional areas with the teachers. Little cultural awareness is evident.

P - Aide instructs five hours per day in English and six hours per week in Spanish. Some cultural activities are evident.

Since in many cases the aide is the only bilingual person on campus, his/her activities should be concentrated in Spanish instruction. Principals in interviews indicated that they felt that the aide was their resource for duty assignments, and, therefore, the aide was helping out where the overall instructional program needed assistance. This does not follow federal guidelines nor does it carry out the intent of A.I.S.D.'s program.

The Title VII Bilingual Project in A.I.S.D. was funded to concentrate on cultural awareness and Spanish oral language and reading instruction. The schools need to recognize that their flexibility in assigning the aides' duties must not conflict with this intent.

In conclusion, there is a need for bilingual education in the sixth grade centers, especially for cultural activities; however, the scheduling of these activities and the provision of required resources involves much planning and problem solving. The issues have been reviewed by the principals and the administration. Hopefully, this paper will help make everyone more aware of the data available to aid in decision making, as well as the data (i.e. language dominance of sixth grade students, home language of these students, etc.) which may need to be collected before effective planning can occur.

## ATTACHMENT A

## Outline of Feeder Schools for the Sixth Grade Centers

### FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| P | SB 121 | Campbell (Part) |
| | | Doss |
| | | Highland Park (Part) |
| | | Hill |
| | SB 121 | Oak Springs (Part) |
| | | Pillow |
| | | Rosewood (Part) |
| | | Summitt (Part) |
| | | Barton Hills |
| | SB 121 | Bryker Woods |
| | | Casis |
| | | Dill |
| | SB 121 | Mathews |
| | ESAA B/B | Palm |
| | | Pease |
| | | Zilker |
| | | Brentwood |
| | | Gullett |
| | SB 121 | Lee |
| | ESEA Title VII | Maplewood |
| | ESEA Title VII | Reilly |
| | ESEA Title VII | Ridgetop |
| | ESEA Title VII | Rosedale |
| | | Andrews |

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| P | | Barrington (Part) |
| | ESEA Title VII | Brown (Part) |
| | SB 121 | Harris |
| | | Pecan Springs |
| | | Sims |
| | | Winn |

## FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| K | | Brentwood |
| | | Gullett |
| | | Highland Park (Part) |
| | SB 121 | Lee |
| | ESEA Title VII | Maplewood (Part) |
| | ESEA Title VII | Reilly |
| | ESEA Title VII | Ridgetop |
| | ESEA Title VII | Rosedale |
| | | Andrews |
| | | Barrington (Part) |
| | ESEA Title VII | Brown (Part) |
| | SB 121 | Harris |
| | | Pecan Springs |
| | | Sims (Part) |
| | | Winn |

## FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| L | | Barton Hills |
| | SB 121 | Bryker Woods |
| | SB 121 | Campbell (Part) |
| | | Casis |
| | | Dill |
| | SB 121 | Mathews |
| | ESAA B/B | Palm |
| | | Pease |
| | | Zilker |
| | | Blackshear |
| | SB 121 | Cunningham |
| | | Manchaca |
| | | Oak Hill |
| | SB 121 | Odom |
| | | Pleasant Hill (Part) |
| | SB 121 | St. Elmo (Part) |
| | | Sunset Valley |

## FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| O | SB 121 | Campbell (Part) |
| | | Doss |
| | | Highland Park (Part) |
| | | Hill |
| | SB121 | Oak Springs (Part) |
| | | Pillow |
| | | Rosewood (Part) |
| | | Summitt (Part) |
| | | Barrington (Part) |
| | ESEA Title VII | Brown (Part) |
| | | Graham |
| | | Norman |
| | | Walnut Creek |
| | | Wooldridge |
| | SB 121 | Wooten |
| | | Brentwood |
| | | Gullett |
| | SB 121 | Lee |
| | ESEA Title VII | Maplewood (Part) |
| | ESEA Title VII | Reilly |
| | ESEA Title VII | Ridgetop |
| | ESEA Title VII | Rosedale |

## FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| M | | Blackshear |
| | SB 121 | Cunningham |
| | | Manchaca |
| | | Oak Hill |
| | SB 121 | Odom |
| | | Pleasant Hill (Part) |
| | SB 121 | St. Elmo (Part) |
| | | Sunset Valley |
| | ESEA Title VII | Becker |
| | ESEA Title VII | Dawson |
| | SB 121 | Linder |
| | | Sims (Part) |

## FEEDER SCHOOL PATTERN

| SIXTH GRADE SCHOOL | CURRENT BIL. PROJ. | ELEMENTARY SCHOOL |
|---|---|---|
| N | | Barrington (Part) |
| | ESEA Title VII | Brown (Part) |
| | | Graham |
| | | Norman |
| | SB 121 | Oak Springs |
| | | Rosewood (Part) |
| | | Summitt (Part) |
| | | Walnut Creek |
| | | Wooldridge |
| | SB 121 | Wooten |
| | | Brentwood |
| | | Gullett |
| | | Highland Park (Part) |
| | SB 121 | Lee |
| | ESEA Title VII | Maplewood (Part) |
| | ESEA Title VII | Reilly |
| | ESEA Title VII | Ridgetop |
| | ESEA Title VII | Rosedale |
| | | Andrews |
| | SB 121 | Harris |
| | | Pecan Springs |
| | | Sims (Part) |
| | | Winn |

## ATTACHMENT B

## Student and Faculty Priorities - Items Related to Bilingual Education

## QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| P | Students | Learning languages other than your own | 1.60 | 3.62 | 22 |
| | | Learning about human relations | .53 | 3.86 | 16 |
| | | Bilingual/Bicultural Education | 1.33 | 3.54 | 25 |
| | Faculty | Teaching languages other than native languages | 1.50 | 3.10 | 25 |
| | | Teaching about human relations | .81 | 4.48 | 6 |
| | | Bilingual/Bicultural Education | .95 | 3.14 | 24 |
| | | Community Involvement | .86 | 3.95 | 10 |
| | | Federal and other outside funding | 1.11 | 3.84 | 12 |

QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| K | Students | Learning languages other than your own | 1.00 | 3.98 | 22 |
| | | Learning about human relations | .54 | 4.22 | 14 |
| | | Bilingual/Bicultural Education | .98 | 3.95 | 25 |
| | Faculty | Teaching languages other than native languages | 1.00 | 2.96 | 27 |
| | | Teaching about human relations | .83 | 4.08 | 16 |
| | | Bilingual/Bicultural Education | 1.13 | 3.21 | 26 |
| | | Community Involvement | .61 | 3.83 | 18 |
| | | Federal and other outside funding | .64 | 3.59 | 20 |

## QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| L | Students | Learning languages other than your own | 1.36 | 3.96 | 22 |
| | | Learning about human relations | .83 | 4.06 | 19 |
| | | Bilingual/Bicultural Education | .81 | 3.58 | 28 |
| | Faculty | Teaching languages other than native languages | 2.16 | 3.52 | 27 |
| | | Teaching about human relations | .94 | 4.16 | 12 |
| | | Bilingual/Bicultural Education | 1.52 | 3.52 | 26 |
| | | Community Involvement | 2.03 | 4.29 | 12 |
| | | Federal and other outside funding | 1.00 | 4.07 | 18 |

## QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| M | Students | Learning languages other than your own | .53 | 3.78 | 23 |
| | | Learning about human relations | .40 | 3.83 | 17 |
| | | Bilingual/Bicultural Education | .68 | 3.79 | 21 |
| | Faculty | Teaching languages other than native languages | 1.13 | 3.08 | 27 |
| | | Teaching about human relations | 1.86 | 4.32 | 9 |
| | | Bilingual/Bicultural Education | .26 | 3.25 | 25 |
| | | Community Involvement | 1.13 | 3.67 | 20 |
| | | Federal and other outside funding | .92 | 3.92 | 17 |

## QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| N | Students | Learning languages other than your own | .83 | 3.57 | 25 |
| | | Learning about human relations | .22 | 4.14 | 7 |
| | | Bilingual/Bicultural Education | .44 | 3.22 | 27 |
| | Faculty | Teaching languages other than native languages | 1.15 | 3.67 | 19 |
| | | Teaching about human relations | .64 | 4.14 | 10 |
| | | Bilingual/Bicultural Education | 1.11 | 3.43 | 23 |
| | | Community Involvement | 1.57 | 3.96 | 14 |
| | | Federal and other outside funding | .60 | 3.77 | 19 |

QUESTIONNAIRE RESULTS - MAY, 1974

| SCHOOL | GROUP | ITEM | DISCREPANCY | RATING | RANK |
|---|---|---|---|---|---|
| O | Students | Learning languages other than your own | 1.02 | 3.51 | 25 |
| | | Learning about human relations | .37 | 3.74 | 21 |
| | | Bilingual/Bicultural Education | .56 | 3.42 | 26 |
| | Faculty | Teaching languages other than native languages | 1.70 | 3.10 | 27 |
| | | Teaching about human relations | .90 | 4.45 | 7 |
| | | Bilingual/Bicultural Education | 1.50 | 3.70 | 22 |
| | | Community Involvement | 1.60 | 4.20 | 13 |
| | | Federal and other outside funding | .60 | 3.70 | 22 |

## ATTACHMENT C

### Fall, 1974 - Parent Interviews

### Selected Items

12. How well do you feel you understand Bilingual Education?

Mother: ____ Very well ____Some ____Very little ____ Not at all
Father: ____ Very well ____Some ____Very little ____ Not at all

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY WELL | | SOME | | VERY LITTLE | | NOT AT ALL | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| K | 6th | Mother | 8 | 3 | 38% | 0 | 0% | 3 | 38% | 2 | 22% |
| | | Father | 3 | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% |
| | | Both | 11 | 5 | 45% | 0 | 0% | 4 | 36% | 2 | 18% |
| L | 6th | Mother | 6 | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 1 | 13% | 3 | 50% | 2 | 33% | 0 | 0% |
| | | Both | 12 | 3 | 25% | 7 | 58% | 2 | 17% | 0 | 0% |
| M | 6th | Mother | 8 | 5 | 63% | 1 | 12% | 2 | 25% | 0 | 0% |
| | | Father | 7 | 4 | 57% | 2 | 29% | 1 | 14% | 0 | 0% |
| | | Both | 15 | 9 | 60% | 3 | 20% | 3 | 20% | 0 | 0% |
| N | 6th | Mother | 8 | 0 | 0% | 1 | 12% | 3 | 38% | 4 | 50% |
| | | Father | 2 | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% |
| | | Both | 10 | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% |
| Total | 6th | Mother | 30 | 10 | 33% | 6 | 20% | 8 | 27% | 6 | 20% |
| | | Father | 18 | 7 | 39% | 6 | 33% | 5 | 28% | 0 | 0% |
| | | Both | 48 | 17 | 35% | 12 | 25% | 13 | 27% | 6 | 13% |

13. How much do you approve of bilingual education for_______?

Mother: ____Very much ____Some ____Very little ____Not at all
Father: ____Very much ____Some ____Very little ____Not at all

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | VERY MUCH | | SOME | | VERY LITTLE | | NOT AT ALL | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NO. | % | NO. | % | NO. | % | NO. | % |
| K | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| L | 6th | Mother | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| M | 6th | Mother | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| N | 6th | Mother | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | 6th | Mother | 29 | 29 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Father | 15 | 15 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Both | 44 | 44 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |

14. Prior to today, has _________'s school informed you about the bilingual program and what it is doing?

Mother: ____ Yes ____No
Father: ____ Yes ____No

| SCHOOL | GRADE | PARENT | NUMBER OF PARENTS | YES |  | NO |  |
|---|---|---|---|---|---|---|---|
|  |  |  |  | NO. | % | NO. | % |
| K | 6th | Mother | 8 | 5 | 63% | 3 | 37% |
|  |  | Father | 2 | 1 | 50% | 1 | 50% |
|  |  | Both | 10 | 6 | 60% | 4 | 40% |
| L | 6th | Mother | 6 | 3 | 50% | 3 | 50% |
|  |  | Father | 6 | 3 | 50% | 3 | 50% |
|  |  | Both | 12 | 6 | 50% | 6 | 50% |
| M | 6th | Mother | 8 | 3 | 37% | 5 | 63% |
|  |  | Father | 6 | 2 | 33% | 4 | 67% |
|  |  | Both | 14 | 5 | 36% | 9 | 64% |
| N | 6th | Mother | 9 | 2 | 22% | 7 | 78% |
|  |  | Father | 2 | 1 | 50% | 1 | 50% |
|  |  | Both | 11 | 3 | 27% | 8 | 73% |
| Total | 6th | Mother | 31 | 13 | 42% | 18 | 58% |
|  |  | Father | 16 | 7 | 44% | 9 | 56% |
|  |  | Both | 47 | 20 | 43% | 27 | 57% |

## Appendix Z

## INTERIM REPORT
SUBMITTED TO THE

U.S. OFFICE OF EDUCATION
February, 1975

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I

## ABSTRACT

Austin Independent School District's ESEA Title VII Bilingual Program began July 1, 1974 and is serving 2,406 students on 16 campuses district-wide. Students in grades K-6 are receiving instruction in both Spanish and English as well as culturally related activities. This Interim Report describes the status of the project as of the end of the fall semester, January 17, 1975.

Three basic staffing patterns are being employed - a bilingual aide working with a team of one bilingual teacher and one monolingual teacher, a bilingual aide working with two or more monolingual teachers in a self-contained classroom, and bilingual aide working with a team of teachers from two to six who may or may not be bilingual. The instructional activities are supported by weekly on-campus visits by the project staff.

Teachers and aides have received about eight days of training to date and there are plans for about two more days. Community Representatives have received numerous days of training as an on-going procedure of supervision and development.

Curriculum development has been minimal to date; however, plans are made to produce and/or adapt units during the spring semester.

Parental involvement activities have succeeded in securing about 15 hours per month per classroom of parental volunteer time, involving parents of almost one-half of the project students in in-school activities.

The evaluation design for the project is presented in full with student outcome objectives, process objectives, and input objectives specified for each identified student need. These major needs are Spanish communication skills, English communication skills, Spanish/English math skills, and self-concept enhancement.

Attached to this report are formative evaluation reports written to date on the topics of inservice training and interviews of teachers, aides, and parents.

# II

# PROGRAM DESCRIPTION
# INSTRUCTIONAL COMPONENT

The 1974-1975 ESEA Title VII Bilingual Project in the Austin Independent School District was funded from July 1, 1974 through June 30, 1975 for a total budget of $400,000. This budget was mainly for salaries of project support personnel, instructional materials, and staff training. The Austin Independent School District is supplying all teacher salaries, most capital outlay, and the resources of the local Department of Bilingual and Migrant Education. The Austin Independent School District's Title VII Project is built upon a base of a small locally funded bilingual effort, complements the state first grade bilingual program, and contributes to the elimination of racial isolation in the sixth grade centers.

Table 1 below identifies the grade levels in which the project functions in the 16 target schools.

Table 1 Participating Grades in Project Schools

| | Grade Levels | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Brown | x | x | | | | | |
| Maplewood | x | x | | | | | |
| Reilly | x | x | | | | | |
| Rosedale | x | x | | | | | |
| Becker | x | x | x | x | x | | |
| Brooke | x | x | x | x | x | | |
| Dawson | x | x | x | x | x | | |
| Ortega | x | x | x | x | x | | |
| Ridgetop | x | x | x | x | x | | |
| Zavala | x | x | x | x | x | x | |
| Baker | | | | | | | x |
| Blanton | | | | | | | x |
| Joslin | | | | | | | x |
| Read | | | | | | | x |
| Travis Ht. | | | | | | | x |
| Webb | | | | | | | x |

The number of students participating in the Title VII Bilingual Project is 2,406. Table 2 breaks out the project students by school and ethnic group. Data are not available for Baker, Reilly, or Maplewood at this time. These figures are based on current enrollment and yield project totals as described in Table 3 below.

## Table 2 ETHNIC COMPOSITION OF THE AISD TITLE VII BILINGUAL PROJECT

| SCHOOL | MEX.-AM. IN BILINGUAL CLASSES | % OF TOTAL MEX.-AM. ENROLLMENT THAT RECEIVES BILINGUAL ED. | BLACKS IN BILINGUAL EDUCATION | % OF TOTAL BLACK ENROLLMENT THAT RECEIVES BILINGUAL ED. | ANGLOS IN BILINGUAL EDUCATION | % OF TOTAL ANGLO ENROLLMENT THAT RECEIVES BILINGUAL EDUCATION |
|---|---|---|---|---|---|---|
| A | 205 | 39 | 7 | 8 | 15 | 10 |
| B | 303 | 82 | 2 | 100 | 3 | 60 |
| C | 156 | 34 | 7 | 20 | 59 | 24 |
| D | 90 | 57 | 113 | 48 | 5 | 29 |
| E | 73 | 73 | 5 | 60 | 75 | 69 |
| F | 270 | 69 | 13 | 42 | 3 | 28 |
| G | 23 | 19 | 11 | 10 | 28 | 10 |
| J | 16 | 21 | 0 | 0 | 79 | 31 |
| K | 14 | 22 | 22 | 13 | 56 | 17 |
| L | 25 | 22 | 2 | 2 | 62 | 9 |
| O | 3 | 13 | 2 | 4 | 84 | 15 |
| M | 91 | 31 | 21 | 27 | 114 | 33 |
| N | 15 | 14 | 21 | 12 | 80 | 13 |

Table 3 Project-Wide Ethnic Composition Of Students

| Number of Mex. Amer. (Percentage) | Number of blacks (Percentage) | Number of Anglos (Percentage) |
|---|---|---|
| 1,284<br>(59%) | 226<br>(10%) | 663<br>(31%) |

The project funds eight and one-half professional staff positions, three secretarial positions, 34 teacher aide positions, and 10 community representive positions. Table 4 contains a listing of these positions along with the beginning date of each, the date filled, and the person hired. This information reveals that, mostly as a result of the late notification of funding, in many cases the project staff was not hired to begin on the first possible work day.

Staffing patterns in the classroom vary. There are three basic school groups with characteristic staffing. The four campuses with a K-1 program have one bilingual aide each working with two or four monolingual classroom teachers. The six K-4 schools (one with 5th) have four bilingual aides and usually a bilingual teacher and a monolingual teacher teaming at each grade level. The six sixth grade centers have one bilingual aide each working with designated classrooms and students - in two centers with bilingual teachers and in four with monolingual teachers.

Formative evaluation data on the instructional program may be found in the formative evaluation reports included as attachments to this Interim Report. Report number 5 concerns interviews with bilingual teacher aides, and reports 6 and 7 concern interviews with project teachers. Interview forms used are included with each report.

The documentation of classroom activities and classroom characteristics is being accomplished through classroom observations by the Process Evaluators (Classroom Observers) using the Systematic Classroom Observation Form (SCOF) developed by the Office of Research and Evaluation. This form and the accompanying teacher reaction form are included as Attachment A.

The instructional coordinator, as well as the curriculum development specialist and the staff development specialist, makes weekly visits to each campus to consult with aides, teachers, and principals and to offer on-site help in scheduling, material selection, and individual student diagnosis and prescription. These visits are documented by daily schedules and logs maintained by each staff member.

Beginning on the following page is a definition and and description of AISD's bilingual education instructional model, as written by Eva Rivera, Project Coordinator.

Table 4

## TITLE VII STAFF POSITIONS

74 - 75

| POSITION | DATE POSITION BEGAN | DATE FILLED (Resigned) | PERSON |
|---|---|---|---|
| Proj. Coordinator | 7/1 | 8/5 | Eva Rivera |
| Instr. Coordinator | 7/1 | 8/5 | Dolores Segura |
| Curriculum Spec. | 8/1 | 9/25 | Ana (Leal) Bazan |
| Staff Dev. Spec. | 8/1 | 10/1 | Consuelo (Nieto) Akins |
| Parent Inv. Spec. | 8/20 | 9/19 | Eva Barron |
| Secretary | 7/1 | 7/1<br>(12/30) | Yolanda Velasquez |
|  |  | 1/24 | Valeria Berry |
| Secretary | 8/1 | 9/26 | Mary Blanche Wortham |
| Evaluator | 7/1 | 8/1 | Glynn Ligon |
| Process Evaluator | 10/1 | 10/1 | Raquel Ward |
| Process Evaluator | 10/1 | 10/1 | Pas Peña |
| Data Spec. (½) | 9/1 | 9/1 | Xavier Sosa |
| Secretary | 7/1 | 7/10 | Ada E. Agacinski |

Table 4 (continued)

## TITLE VII AIDES AND COMMUNITY REPRESENTATIVES
(34) (10)

(All Teacher Aide and Community Representativ positions began 8-20-74)

| LOCATION | NAME | POSITION | STARTING DATE | RESIGNATION DATE | REPLACEMENT | STARTING DATE |
|---|---|---|---|---|---|---|
| Baker | Kirsh, H. | Aide | 9/19/74 | 1/13/75 | Zapata,A. | 1/14/75 |
| | Aleman,.S. | Comm.Rep. | 1/6/75 | | | |
| Blanton | Martinez, A. | Aide | 9/23/74 | | | |
| Joslin | Alvarado, E. | Aide | 9/11/74 | | | |
| Read | Flores, Y. | Aide | 9/11/74 | 12/20/74 | Ramirez,B.L. | 1/6/75 |
| Travis Hts. | Gonzalez, M.N. | Aide | 8/27/74 | | | |
| | Cervantes, G. | Comm.Rep. | 9/23/74 | | | |
| Webb | Castillo, J. | Aide | 8/23/74 | | | |
| | Ramirez, H. | Comm.Rep. | 10/9/75 | | | |
| Becker | Rodriguez, M.E. | Aide | 8/20/74 | | | |
| | Sepulveda, D. | Aide | 8/20/74 | | | |
| | Castro, A. | Aide | 8/20/74 | | | |
| | Mojico, R. | Aide | 8/20/74 | 10/4/74 | Luna, A. | 10/8/74 |
| | Castilleja,A. | Comm.Rep. | 9/3/74 | | | |
| Brooke | Keefe, K. | Aide | 8/20/74 | 10/18/74 | Mendez,R. | 11/7/74 |
| | Moreno, M. | Aide | 8/20/74 | | | |
| | Zamarripa, J. | Aide | 8/20/74 | | | |
| | Moreno, G. | Aide | 8/20/74 | | | |
| | Mendoza, M. | Comm.Rep. | 8/20/74 | | | |
| Brown | Lopez, J. | Aide | 8/20/74 | | | |
| Dawson | Rosales, L. | Aide | 8/20/74 | | | |
| | Castillo, I. | Aide | 8/20/74 | | | |
| | Cortinas, R. | Aide | 9/3/74 | | | |
| | Ruiz,E. | Aide | 8/20/74 | | | |
| | Urias, M.L. | Comm. Rep. | 9/16/74 | | | |
| Maplewood | Martinez, V. | Aide | 8/23/74 | | | |
| Ortega | Garcia, F. | Aide | 8/20/74 | | | |
| | Rojas, M.A. | Aide | 8/20/74 | | | |
| | Gonzales, I. | Aide | 8/27/74 | 10/16/74 | LaFuente,D. | 10/22/74 |
| | Montemayor, A. | Aide | 8/31/74 | | | |
| | Gonzalez, R.M. | Comm. Rep. | 9/24/74 | | | |
| Reilly | Herrera, M.L. | Aide | 9/16/74 | | | |
| | Cardenas, L.S. | Comm. Rep. | 9/23/74 | | | |

Table 4 (continued)

| LOCATION | NAME | POSITION | STARTING DATE | RESIGNATION DATE | REPLACE- MENT | STARTING DATE |
|---|---|---|---|---|---|---|
| Ridgetop | Trinidad,A. | Aide | 8/20/74 | | | |
| | Cruz, L. | Aide | 8/20/74 | | | |
| | Nuncio, L. | Aide | 8/20/74 | | | |
| | Hernandez, G. | Aide | 8/20/74 | | | |
| | Zapata, A. | Comm.Rep. | 8/20/74 | | | |
| Rosedale | Heller V. | Aide | 9/11/74 | | | |
| Zavala | Perez, C. | Aide | 8/20/74 | | | |
| | Castro, N. | Aide | 8/20/74 | | | |
| | Herrera, M. | Aide | 8/20/74 | | | |
| | Velasquez, V. | Aide | 8/20/74 | | | |
| | Lopez, G. | Comm.Rep. | 9/4/74 | | | |

NOTE: 1. All teacher aides are employed for 190 days.

2. All community representatives are employed for 190 days.

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

October 7, 1974

# A DEFINITION AND DESCRIPTION OF THE BILINGUAL EDUCATION INSTRUCTIONAL MODEL

by

Eva Rivera
Title VII Coordinator

The Bilingual Education Program in the Austin Independent School District is an instructional program encompassing the total educational process in which two languages, English and Spanish, are used for a portion of or all of the curriculum. The amount of time and the treatment accorded to each of the languages in both content area and language instruction is commensurate with the individual needs of pupils. Inherent in the program of bilingual instruction is the teaching of the cultural heritage of the people whose languages are used and of the contributions made to the community, the state, and the country.

For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships is undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.[1]

Additionally, the instructional model is one which places great emphasis on the personnel who is expected to carry out the model.

The AISD Bilingual Education Instructional Model adheres to the Statewide Design for Bilingual Education adopted by the State Board of Education and the AISD School Board Policy on Bilingual/Multicultural Education.

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[1] State Board of Education, Amendments in State Board of Education Policies and Revisions in Administrative Procedures for the Implementation of Bilingual Education Programs, (January 12, 1974), p.1.

CHARACTERISTICS OF THE AISD BILINGUAL EDUCATION INSTRUCTIONAL MODEL

| CHARACTERISTIC | ADVANTAGE | NEED |
|---|---|---|
| 1. Assessment and classification of students by language dominance. | Provides reference point for all instruction | None |
| 2. The basic concepts initiating the child into the school environment are taught in the dominant language | Assures that comprehension and learning will take place | None |
| 3. Language development is provided in the child's dominant language | Assures the sequential development of the child's dominant language to a sophisticated level of oral and written usage | None |
| 4. Language development is provided in the child's second language | Assures immediate initiation into sequential second language acquisition | None |
| 5. Subject matter and concepts are taught in the child's dominant language | Assures that comprehension and learning will take place | None |
| 6. Beginning reading taught only in the child's dominant language | Reading skills are mastered readily when taught in the language the child speaks and understands | None |
| 7. Second language reading is introduced transitionally | Second language reading is made easier once the sound system of the second language has been mastered, after oral proficiency is attained in the second language, and after the basic decoding skills have been developed in the dominant language | Formal valid instrumen to ascertain when the transitional point for second language reading has been reached |
| 8. Subject matter and concepts are taught in the child's second language | Assures that comprehension and learning will take place in the second language resulting in bilingualism | None |
| 9. The cultural heritage of the children involved in bilingual instruction is taught | The child develops a positive identity, self-assurance, and confidence as well as becoming knowledgeable and appreciative of the cultural heritage of his peers | None |

| CHARACTERISTIC | ADVANTAGE | NEED |
|---|---|---|
| 10. Team teaching: two or more member teams; corresponding or cross-level teams | Eases teacher preparation load by charging one or more teachers with English language instruction while one or more teachers are charged with Spanish language instruction<br>Allows bilingual programs to utilize English monolingual teachers who ordinarily would not have a place in the bilingual program<br>Research indicates that the separation of languages during the initial learning stages is preferable if it is carried out unobtrusively, e.g., a different time period, different rooms, or different teachers<br>The number of groups any one teacher has to contend with is reduced by considering the total number of children comprising the team in the make-up of the instructional level groups | None |
| 11. Small group instruction: the commonalities for grouping being language dominance and instructional level | Assures that the child is receiving instruction at the proper instructional level and in the language he comprehends<br>Affords each child the opportunity to participate actively<br>Affords each child constant reinforcement and praise by the teacher | None |
| 12. Short group instructional time blocks | Assures that the child will not be taxed beyond his attention span | None |
| 13. Individualized instruction | Assures instruction at the proper instructional level | None |

| CHARACTERISTIC | ADVANTAGE | NEED |
|---|---|---|
| 14. Use of paraprofessionals | The utilization of paraprofessionals in an instructional capacity under the supervision of the teacher results in additional direct teaching activities | None |
| 15. Material centers | Requires that teachers be knowledgeable of the necessary skills and their sequential development and introduction | None |
| | Insures sufficient materials and activities to carry out the necessary skills development | Materials preparation requires much effort the part of managemen and instructional sta and parent volunteers |
| | Inclusion of self-checking materials and activities offer the child the immediate reinforcement he is seeking | |
| 16. Materials evaluation, acquisition, adaptation, and development | Assures that the very best possible material be made available to the child | None |
| 17. Complements existing educational programs | Avoids duplication of effort, supplanting effective materials and methodology already in use,and results in one effective instructional program per campus rather than a series of non-related programs. | None |
| 18. Staff Development | Assures that the instructional staff receive training in diagnostic procedures, classroom management, and bilingual instructional methodology | None |
| 19. Parental and community involvement | Assures that school patrons be knowledgeable of the instructional program, share in the decision making, and assist in the instructional program | None |

| CHARACTERISTIC | ADVANTAGE | NEED |
|---|---|---|
| 20. Evaluation: standardized pre and post tests, informal interim testing, documentation of activities | Measures end of year growth, determines specific deficiencies and instructional levels, and results in an accountability conscious staff | None |
| 21. Maintenance bilingual educational model as opposed to transitional model | Assures achieving the goal of developing fully literate, bilingual, multicultural individuals | None |

## III
## STAFF DEVELOPMENT COMPONENT

The Staff Development Component is staffed with one Staff Development Specialist. Activities which have been conducted or which are planned follow.

August 12-16, 1974   Summer Workshop

Description: pre-service training for bilingual project personnel (See Formative Report Number 1)
Participants: teachers, aides, community representatives
Time: 5 days

September 11, 16, and 18, 1974   Diagnostic Testing Workshop (See Formative Evaluation Number 2)

Description: review of diagnostic testing and interpretation of results
Participants: teachers, aides
Time: 1/2 day

October 9, 10, 11, 14, 16, 17, and 18, 1974   Workshop on Objectives, Instructional Model and Curriculum (See Formative Evaluation Report Number 3)

Description: review of project objectives, AISD's bilingual instructional model and curriculum
Participants: teachers
Time: 1 1/2 hours

December 4 and 5, 1974   ESL and SSL Workshop (See Formative Evaluation Report Number 4)

Description: to familiarize teachers with ESL and SSL material
Participants: teachers, aides
Time: 2 days

January 17, 1975   Home, Culture, and Bilingual Education

Description: Discussion of Mexican American culture
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

January 17, 1975   The Who, What, Where, and Why of Bilingual Education

Description: rationale of bilingual education
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

February 10, 1975    Site Visit to San Antonio

Description: visit bilingual projects
Participants: 16 teachers
Time: 1 day

February 13, 1975    Classroom Management Workshop

Description: discussion of classroom management and future project activities
Participants: 16 teachers
Time: 1/2 day

To Be Arranged    Bilingual K Materials Workshop

Description: training in use of SEDL K materials
Participants: K teachers and aides
Time: 1 day

To Be Arranged    District Inservice Day

Description: session to be planned
Participants: teachers, aides, community representatives
Time: 1 1/2 hour

## IV
## CURRICULUM DEVELOPMENT COMPONENT

The Curriculum Development Component is staffed with a Curriculum Development Specialist. Available for information on the development of curriculum in the project is the following description prepared for an earlier report for the Office of Evaluation by the project staff.

> The Austin Independent School District's Title VII Bilingual Program's curriculum development procedures have been sequentially undertaken. Much time has been devoted to material evaluation. An array of material has been reviewed and rated according to its merit. Careful consideration has been given to the materials' orgin, sequential application, and use, linguistic and cultural relevancy, evaluation results of field testing efforts, and cost versus expected benefits. Highly structured materials and programs which also allow for flexibility and teacher creativity have been given prime consideration. Complete curriculum listings for grades K-6 have been developed from these evaluations.
>
> Contact has been maintained with the Education Service Center, Region XIII; National Dissemination Center for Bilingual-Bicultural Education; the University of Texas Center for Public School Ethnic Studies; Southwest Educational Development Laboratory; major publishers; and various material displays for state adoption purposes. All of this information and material acquisition has led to plans and preparations for production of more relevant materials to meet the needs of Austin, Texas. Teacher and principal input has been an integral part of the project's curriculum development component.
>
> Finally, project teachers and the curriculum specialist will be involved in a curriculum development course at the University of Texas at Austin. This team effort between the University and Title VII Bilingual Program will yield the following benefits: It will result original. well prepared, and relevant material; it will allow for teacher input and production; teachers will receive a stipend and college credit.

## V

## PARENTAL INVOLVEMENT COMPONENT

The Parental Involvement Component is staffed by a Parental Involvement Coordinator and 10 Community Representatives. The Community Representatives are paraprofessionals from the project school communities and are assigned as follows.

| | | |
|---|---|---|
| 6 | 1 C.R. to each K-4 (5) campus | - Becker, Brooke, Dawson, Ortega, Ridgetop, and Zavala |
| 3 | ½ C.R. to each 6th grade center | - Baker, Blanton, Joslin, Read, Travis Heights, and Webb |
| 1 | ¼ C.R. to each K-1 campus | - Brown, Maplewood, Reilly, and Rosedale |
| 10 | | |

The duties of the Community Representatives and the frequency which each occurs are reflected in Table 5. These frequencies are for the months of October, November, December, and January. In addition to these activities, this component encourages the participation of parents in school related activities. Table 6 reports the average number of hours per month which parents have volunteered for in-school activities ranging from instructional activities to field trips and including parent-teacher conferences. For the 72 project classrooms from which reports have been received at this time, an average of 15.88 hours per month per classroom of parent-school contact has been recorded on the classroom parent participation record forms provided by the project (See Attachment B).

The percentage of different project students which were represented by at least one parent in an in-school activity is 47% for the classes reporting (already exceeding the 25% criterion level of the objective). (See Table 7)

Attachment C is a copy of a list of major events of the parental involvement program at the project schools as compiled by the Community Representatives.

Attachment D is a roster of the Parent Advisory Committee formed to help guide the project's activities. Meetings of this committee and the number of members attending each are as follows.

| Date | Number of Members Attending |
|---|---|
| December 17, 1974 | 20 |
| January 6, 1975 | 23 |
| January 22, 1975 | 29 |
| February 5, 1975 | 15 |

| Communication and Activities with Parents | | Provision of Social Services to Children and or Parents | | Communication and Activities with School and Project Staff | |
|---|---|---|---|---|---|
| Activity | Number | Activity | Number | Activity | Number |
| Home Visit | 750 | Clothing and Shoes | 182 | Conferences With; | 22 |
| Telephone Call | 1,774 | Sick Care | 562 | Principal | 148 |
| Letter | 2,638 | Transportation of child | 144 | Counselor | 84 |
| Transportation of parent | 135 | Lunch Application | 25 | Teacher | 347 |
| Parent Attendance PAC-Dis.Le | 11 | | | Parental Involvement Coord. | 140 |
| Parent Education Activities | 36 | School Records | 146 | Other Coordinators | 38 |
| Parent Att. PAC-Local Level | 28 | Resource Agencies contacted | 37 | Nurse | 90 |
| Parent Attendance P.T.A. | 968 | Parents refered to resource agen. | 38 | Visiting Teacher | 68 |
| Parent Volunteer Activities | 312 | Parents refered to Sch. Personnel | 26 | Local Support Team | 24 |
| Parent Classroom Observation | 112 | | | In-service Activities | 138 |
| Parent Tutoring Activity | 17 | | | Planning School Programs | 190 |

## Table 6

## HOURS OF PARENT IN-SCHOOL PARTICIPATION
## FOR TITLE VII BILINGUAL CLASSROOMS
## SEPTEMBER, 1974 THROUGH JANUARY, 1975

| GRADE | NO. OF CLASSES REPORTING | SEPT.-JAN. NO. OF VISIT HOURS | AVERAGE NO. OF HOURS PER CLASS |
|---|---|---|---|
| K | 14 | 312.75 | 23.86 |
| 1 | 15 | 146.25 | 9.75 |
| 2 | 10 | 135.75 | 13.58 |
| 3 | 7 | 127.50 | 18.21 |
| 4 | 9 | 179.50 | 19.94 |
| 5 | 4 | 16.0 | 4.00 |
| 6 | 7 | 59.25 | 8.46 |
| NON GRADED | 5 | 160.25 | 30.65 |
| UNKNOWN | 1 | 6.0 | 6.0 |
| TOTAL | 72 | 1,143.25 | 15.88 |

## Table 7

## NUMBER OF TITLE VII PROJECT STUDENTS REPRESENTED BY AT LEAST ONE PARENT IN AT LEAST ONE SCHOOL ACTIVITY

## SEPTEMBER, 1974 THROUGH JANUARY, 1975

| GRADE | NUMBER OF CLASSES REPORTING | TOTAL NUMBER OF STUDENTS | NUMBER OF STUDENTS REPRESENTED | PERCENTAGE OF STUDENTS REPRESENTED |
|---|---|---|---|---|
| K | 14 | 322 | 159 | 49% |
| 1 | 15 | 345 | 86 | 25% |
| 2 | 10 | 230 | 146 | 63% |
| 3 | 7 | 161 | 86 | 53% |
| 4 | 9 | 207 | 97 | 47% |
| 5 | 4 | 92 | 51 | 55% |
| NON GRADED | 5 | 115 | 80 | 70% |
| UNKNOWN | 1 | 23 | 3 | 13% |
| TOTAL | 65 | 1495 | 708 | 47% |

Inservice training for the Community Representatives has been continuous and wide-range. Attachment E is a list of these sessions, their dates, and their topics.

A major aspect of the evaluation of the Parental Involvement Component is the surveying of parents' home support of project students' learning goals and activities. This is being accomplished through parent interviews conducted by the Community Representatives in November, 1974 and again in April, 1975. A full report of the November interviews, procedures, and results are included in Formative Report Number 8, "Fall 1974 Parent Interviews," Attachment F of this Interim Report.

# VI
# EVALAUTION DESCRIPTION

The evaluation design for the ESEA Title VII Bilingual Project is based upon Austin Independent School District's C.I.P.O. evaluation model (C = context, I = inputs, P = processes, and O = outcomes). All of the objectives outlined here were developed by the Title VII Bilingual Project as an expansion of the objectives and evaluation activities described in the proposal approved by the Office of Education. This design reflects both formative and summative evaluation.

## Formative Evaluation

Two Process Evaluators (Classroom Observers) have been employed to aid in the collection and reporting of data about the on-going activities of the project. Their major activities include observation of classrooms, interviewing of staff, and the development of instruments for each. Table 8 below displays the frequency of activities which involve the formative evaluation of the project.

Table 8 FORMATIVE EVALUATION ACTIVITIES

| Activity | Frequency as of 1-17-75 | 1-17 to 7-30-75 | Expected total |
|---|---|---|---|
| Classroom Observations | 70 | 190 | 260 |
| Aide Interviews | 34 | 34 | 68 |
| Comm. Rep. Interviews | 0 | 10 | 10 |
| Teacher Interviews | 31 | 40 | 71 |
| Prinicpal Interviews | 14 | 2 | 16 |
| Workshop Assesments | 4 | 2 | 6 |
| Informal Reports to Staff | 3 | 4 | 7 |
| Formative Reports Written | 8 | 19 | 27 |
| Instruments Developed | 5 | 2 | 7 |

Formative evaluation reports are issued upon the completion of major events within the project. To date the following reports have been written and are included as Attachment F to this Interim Report.

| Title | Formative Report Number | Publication Number | Date Issued |
|---|---|---|---|
| Bilingual Summer Workshop | 1 | 106.04 | Sept. 26, .974 |
| Workshop: Diagnostic Testing | 2 | 106.03 | Sept. 27, 1974 |
| Evaluation of the Workshop on Objectives, Instructional Model, and Curriculum | 3 | 106.11 | Nov. 11, 1974 |
| Evaluation of the ESL and SSL Inservice Training Workshop | 4 | 106.22 | Jan. 6, 1975 |
| Interviews of Bilingual Teacher Aides | 5 | 106.20 | Dec. 20, 1974 |
| Interview of Teachers in Title VII K-4 Schools | 6 | 106.21 | Dec. 20, 1974 |
| Interviews of Teachers in Title VII K-1 Schools | 7 | 106.24 | |
| Parent Interviews | 8 | 106.25 | Feb. 1975 |
| Interim Report | 9 | 106.26 | Feb. 1975 |

The following formative reports are planned for release later this year.

| Title | Formative Report No. (to be issued) | Expected Date |
|---|---|---|
| Principal Interviews | 10 | February |
| Aide Observations | 11 | March |
| Sixth Grade Centers | 12 | March |
| Com. Rep. Interviews | 13 | March |
| Aide Interviews | 14 | March |

| Title | Formative Report Number ( to be issued) | Expected Date |
|---|---|---|
| Teacher (K-1) Interviews | 15 | April |
| Teacher (K-6) Interviews | 16 | April |
| Context Description | 17 | April |
| Classroom Observation (first round) | 18 | April |
| Staff Development Component | 19 | May |
| Curriculum Development Comp. | 20 | May |
| Parental Involvement Comp. | 21 | May |
| Parent Interviews (Pre & Post) | 22 | May |
| Classroom Observation (all rounds) | 23 | May |
| Spanish CRT-Validation Study | 24 | May |
| Language Dominance Testing | 25 | May |
| Workshop Assessment(s) | | |

Formative evaluation will also include the measurement of all of the stated process and input objectives outlined in this report.

## Summative Evaluation

Summative evaluation focuses upon the student outcome objectives for the project. Table 9 on the following page presents the standardized instruments being used, students being tested, dates of the testing, and all programs in A.I.S.D. participating in the testing. In all cases where resources permit, testing will be conducted by staff from the Office of Research and Evaluation. Teachers and aides will administer other instruments.

Pre-test data available at this time are reported in Tables 10-15. These data will be further analyzed along with posttest data to determine the degree to which project outcome objectives were realized.

In addition to addressing the objectives in the evaluation design, several other research questions will be investigated. Wherever possible, analyses with the data collected will be designed to measure the effects of the following factors.

## Table 9 Testing Program

**SCHOOLS:** Group A - Allison, Govalle, Metz, Palm, Ortega,-Brooke, Becker, Dawson, Ridgetop, Zavala
Group B - Reilly, Brown, Maplewood, Rosedale
Group C - Martin, Allan, Baker, Joslin, Webb, Travis Heights, Read, Blanton

| Instrument | Students | | | Test Dates | Program |
|---|---|---|---|---|---|
| | Schools | Grades | Sample | | |
| California Achievement Test-Reading | A | 2-5 | 100% | Oct., 74 | T1, T7, B/B, PA, IGE<br>AISD |
| California Achievement Test-Reading & Math. | A,C | 2-4-6 | 100% | Feb., 75 | T1, T7, B/B, PA, IGE<br>AISD |
| California Achievement Test-Reading | A | 1,3,5 | 100% | Apr., 75 | T1, T7, B/B, PA, IGE |
| Piers-Harris Self-Concept Test | A | 3-4 | 50% (Ridgetop Dawson only Bil. classes) | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| School Sentiment Index | A | 3-4 | 50% (Ridgetop Dawson only Bil. classes) | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| Primary Self-Concept Test | A,B<br>A,B | K<br>K | 8 per class | Nov., 74<br>May, 75 | T1, T7, B/B, PA, IGE |
| Boehm Test of Basic Concepts | A,B | K | 100% | Sept./74<br>Feb. /75 | T1, T7, B/B, PA, IGE |
| James or PAL Lang. Dom. Test | A,B | K,1 | 100% | Sept./74 | T7, B/B, AISD |
| James or PAL Lang. Dom. Test | A,B | K,1 | All Sp. Dominant All bil. 1/4 Eng. Dominant | May, /74 | T7, B/B |
| Spanish Criterion Ref. Test | A,B | K-5 | Bilingual classes | Oct. /74 | T7, B/B |
| Spanish Criterion Ref. Test | A,B | K-5 | 1/3 of ea. bil. class | Oct./74 | T7, B/B |
| Inter-American Series | A | 1-5 | 1/3 of ea. bil. class | May,/74 | T7, B/B |

**KEY:** T1 = Title I
T7 = Title VII
B/B = ESAA Bil/Bic.
PA = Project Assist (ESAA)
IGE = Ind. Guided Ed.
AISD = District Testing program

## Table 10 Spanish Criterion Reference Test

**Instrument:** Spanish Criterion Referenced Test

**Pre Test Date:** September, 1974

**Post Test Date:** May, 1975

**Students Tested:** Project students receiving Spanish reading instruction

### PRE TEST FREQUENCIES

| GRADO | NIVEL | ESTUDIANTES |
|---|---|---|
| K | A | 120 |
| | B | 11 |
| | C | 0 |
| | D | 0 |
| | E | 0 |
| | F | 0 |

| GRADO | NIVEL | ESTUDIANTES |
|---|---|---|
| 1 | A | 37 |
| | B | 98 |
| | C | 4 |
| | D | 0 |
| | E | 0 |
| | F | 0 |

| GRADO | NIVEL | ESTUDIANTES |
|---|---|---|
| 2 | A | 11 |
| | B | 106 |
| | C | 38 |
| | D | 8 |
| | E | 2 |
| | F | 0 |

| GRADO | NIVEL | ESTUDIANTES |
|---|---|---|
| 3 | A | 0 |
| | B | 69 |
| | C | 58 |
| | D | 26 |
| | E | 7 |
| | F | 6 |

| GRADE | NIVEL | ESTUDIANTES |
|---|---|---|
| 4 | A | 0 |
| | B | 25 |
| | C | 78 |
| | D | 20 |
| | E | 21 |
| | F | 7 |

**Table 11 California Achievement Test**

**Instrument:** California Achievement Test - Reading

**Pre Test Date:** October, 1974

**Post Test Date:** February, 1975 (grades 2,4), April, 1975 (grades 1,3,5)

**Students Tested:** All project students

**GRADE 2**

**National Norm**

|  | PRE TEST | SCORES |
|---|---|---|
| SCHOOL | N | TOTAL |
| A | 143 | 1.54 |
| B | 55 | 1.15 |
| C | 110 | 1.26 |
| D | 63 | 1.54 |
| H | 26 | 1.66 |
| E | 27 | 1.90 |
| F | 69 | .89 |
| Total | 493 | 1.43 |

**GRADE 3**

**National Norm**

|  |  |  |
|---|---|---|
| A | 100 | 2.30 |
| B | 60 | 1.87 |
| C | 138 | 2.10 |
| D | 75 | 1.60 |
| H | 91 | 2.55 |
| E | 46 | 2.50 |
| F | 77 | 1.98 |
| Total | 587 | 2.13 |

**GRADE 4**

**National Norm**

|  |  |  |
|---|---|---|
| A | 137 | 2.75 |
| B | 74 | 2.49 |
| C | 128 | 2.56 |
| D | 69 | 2.10 |
| H | 48 | 2.29 |
| E | 36 | 2.51 |
| F | 65 | 2.76 |
| Total | 557 | 2.54 |

Table 12 Primary Self Concept Test

**Instrument:** Primary Self Concept Test

**Pre Test Date:** November 11-15, 1974 Post Test Date: May, 1975

**Students Tested:** Random sample of Title VII Project K students

| | | PRE TEST MEAN SCORES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOLS | N | FACTOR 1 | FACTOR 2 | DOMAIN I | FACTOR 3 | FACTOR 4 | DOMAIN II | FACTOR 5 | FACTOR 6 | DOMAIN III | TOTAL SCORE |
| A | 22 | 1.45 | 2.54 | 4.00 | .77 | 1.31 | 2.09 | 2.40 | 2.04 | 4.45 | 10.54 |
| B | 16 | 2.06 | 2.50 | 4.56 | 1.06 | 1.68 | 2.75 | 2.06 | 2.18 | 4.25 | 11.56 |
| C | 13 | 1.46 | 2.46 | 3.92 | 1.07 | 1.61 | 2.69 | 2.46 | 2.53 | 5.00 | 11.61 |
| D | 30 | 1.26 | 2.33 | 3.60 | .93 | 1.80 | 2.66 | 2.40 | 2.36 | 4.76 | 11.00 |
| E | 15 | 2.40 | 2.60 | 5.00 | 1.93 | 1.80 | 3.80 | 2.46 | 2.20 | 4.66 | 13.46 |
| F | 21 | 2.00 | 2.66 | 4.66 | 1.47 | 1.80 | 3.23 | 2.66 | 2.33 | 5.00 | 12.90 |
| G | 7 | 1.14 | 2.71 | 3.85 | 2.28 | .85 | 3.14 | 2.85 | 2.57 | 5.42 | 12.42 |
| H | 31 | 1.90 | 2.29 | 4.19 | 1.16 | 1.12 | 2.29 | 2.48 | 1.38 | 3.87 | 10.35 |
| I | 15 | 1.33 | 2.53 | 3.86 | 1.60 | 2.06 | 3.66 | 2.33 | 2.46 | 4.80 | 12.33 |
| J | 14 | 1.35 | 2.64 | 4.00 | 1.00 | 1.14 | 2.14 | 2.14 | 2.64 | 4.78 | 10.85 |
| l Title 7 | 184 | 1.64 | 2.53 | 4.16 | 1.33 | 1.52 | 2.85 | 2.42 | 2.27 | 4.70 | 11.70 |

Factor 1 = Physical Size

Factor 2 = Emotional State

Domain 1 = Personal - Self Domain

Factor 3 = Peer Acceptance

Factor 4 = Helpfulness

Domain 2 = Social-Self Domain

Factor 5 = Success

Factor 6 = Student-Self Domain

Domain 3 = Intellectual-Self Domain

## Table 13 Boehm Test of Basic Concepts

| | |
|---|---|
| Instrument: | Boehm Test of Basic Concepts |
| Pre Test Date: | September, 1974 |
| Post Test Date: | February, 1975 |
| Students Tested: | All project K students |

| | | PRE TEST MEANS | | | | |
|---|---|---|---|---|---|---|
| N | SCHOOL | SPACE | QUANTITY | TIME | MISC. | TOTAL SCORE |
| 49 | A | 13.96 | 9.02 | 2.24 | 2.47 | 27.69 |
| 47 | B | 12.91 | 7.40 | 1.53 | 1.87 | 23.72 |
| 28 | H | 12.29 | 8.79 | 1.75 | 1.64 | 24.46 |
| 60 | D | 14.10 | 10.69 | 1.38 | 1.88 | 28.00 |
| 47 | F | 10.96 | 6.11 | 1.23 | 1.38 | 19.68 |
| 231 | All Title VII | 12.97 | 8.19 | 1.74 | 2.04 | 24.94 |

Title VII Objective for February, 1975

35.3

### Table 14 School Sentiment Index

Instrument: School Sentiment Index

Pre Test: November, 1974

Post Test: April, 1975

Students Tested: 3rd and 4th grades, 50% stratified random sample
1,219 students

| Variables | Pre Test Mean | Possible Score |
|---|---|---|
| Teacher | 5.17 | 8 |
| Learning | 5.55 | 7 |
| Soc. Structure/Climate | 3.33 | 5 |
| Peers | 4.36 | 7 |
| General | 7.12 | 10 |
| Total Score | 25.53 | 37 |

## Table 15 Piers-Harris Self-Concept

**Instrument:** Piers-Harris Self-Concept

**Pre Test Date:** November 11-15, 1974

**Post Test Date:** May, 1975

**Students Tested:** 50% stratified random sample of all 3rd and 4th grade students in special projects

### PRE TEST RESULTS

| Variables | Nov. 74 Mean | AISD Title I Oct. 73 Means |
|---|---|---|
| Behavior | 12.9 | 12.6 |
| Intellectual and School Status | 12.6 | 12.5 |
| Physical Appearance | 7.7 | 7.6 |
| Anxiety | 8.3 | 7.9 |
| Popularity | 7.6 | 7.2 |
| Happiness/Satisfaction | 6.6 | 6.4 |
| Total | 55.3* | 53.8 |

* Some items are included in more than one variable.

1. Ethnicity of the student (Mexican American, black, and Anglo)
2. Type of classroom teacher (bilingual, monolingual /bilingual team, or monolingual)
3. Grade level (K-6)
4. School level program type (K-1 schools, K-4 schools, and 6th grade centers)
5. Sex (boy, girl)
6. Classroom characteristics (degree of individualization, amount of Spanish used, social climate, and degree of incorporation of students' cultures and backgrounds into classroom activities)
7. Language dominance of the student (Spanish/English)

Identification of the influences of these factors will help answer questions related to the identification of the most effective instructional approach for students with specific characteristics.

## Evaluation Design

The evaluation design follows this page and is presented in two parts. First is a Program Objectives Overview which is a brief outline of the Outcome Objectives, Process Objectives, and Input Objectives as delineated for the project. Second is a more detailed listing of each objective and its measurement technique.

The complete listing of the project's objectives has been deleted from this copy since they appear elsewhere in the Final Technical Report.

# ATTACHMENTS

| | |
|---|---|
| A............. | Systematic Classroom Observation Form<br>Classroom Observation Reaction Form |
| B............. | Parental Involvement Monthly Activity Sheet |
| C............. | Parental Involvement - Major Events |
| D............. | Parent Advisory Committee |
| E............. | Community Representative - List of Inservice Sessions |
| F............. | Formative Reports |

Attachments A - E are included in all copies of this Interim Report.

Attachment F (Formative Reports) is available upon request from the Office of Research and Evaluation.

ATTACHMENT A - 1 **SYSTEMATIC CLASSROOM OBSERVATION FORM (SCOF)** [illegible]

COF1275 1-7

School____________________ Date________________ School Code /__/__/__/ 8-10

Observer____________________ Observation Number /__/__/__/ 11-13 *

Teacher____________________ Observer Code /__/__/ 14-15 *

Aide____________________ Teacher Code /__/__/ 16-17 *

Time of Observation: From________ To________ ★ Aide Code /__/__/ 18-19 *

No. of learning centers used
at start________;
★at end________.

Classroom rating for flexibility (low 1 2 3 4 5 high). This rating is based on several considerations. Primary ones include: (1) can the furniture be easily rearranged; (2) can walls/partitions be easily rearranged; (3) are other classes close; (4) are open areas provided.

Length of observation (minutes) /__/__/ 20-21 *

No. of learning centers in classroom /__/__/ 22-23

Average no. of learning centers used /__/__/ 24-25 *

No. of students in classroom /__/__/__/ 26-28

No. of teachers in classroom /__/__/ 29-30

No. of aides in classroom /__/ 31

No. of student teachers in classroom /__/ 32

No. of other instructional adults in classroom /__/ 33

Elementary = 1; Secondary = 2 /__/ 34 *

Title I = 1; Non-Title I = 2; Sixth Grade Schools = 3; Secondary = 4 /__/ 35 *

IGE = 1; IGE Comparison = 2; Open Class = 3; neither of these = 4 /__/ 36 *

ESAA Bilingual = 1; Title VII Bilingual = 2; none of these = 3 /__/ 37 *

Project Assist = 1; general aide group = 2; no aide group= 3; neither = 4 /__/ 38 *

6 year olds and 1st graders = 1; 7 year olds and 2nd graders = 2; etc.

Predominant age range or grade level (K=0) /__/ 39

Team teaching unit no. (IGE schools only) /__/__/ 40-41 *

Predominant subject taught during observation period: 1 = language arts; 2 = math; 3 = science; 4 = social studies; 5 = art; 6 = other. /__/ 42

| GROUPING BY MATERIALS | START | ★ END |
|---|---|---|
| Manipulative materials, i.e., typewriters | | |
| Educational games | | |
| Audio-visual materials | | |
| Library books | | |
| Dictionaries, encyclopedias, etc. | | |
| Periodicals | | |
| Self-scoring materials | | |
| Texts | | |
| Workbooks | | |
| Dittos | | |
| Art materials | | |
| Other | | |

Flexibility Rating /__/ 43

No. students using manp. mats. /__/__/ 44-45 *

No. students using educ. games /__/__/ 46-47 *

No. students using AV materials /__/__/ 48-49 *

No. students using library books /__/__/ 50-51 *

No. students using references /__/__/ 52-53 *

No. students using periodicals /__/__/ 54-55 *

No. students using SS materials /__/__/ 56-57 *

No. students using texts /__/__/ 58-59 *

No. students using workbooks /__/__/ 60-61 *

No. students using dittos /__/__/ 62-63 *

No. students using art materials /__/__/ 64-65 *

No. students using other mats. /__/__/ 66-67 *

COMMENTS:

Average no. of groups /__/__/.__/ 68-71 *

Average size of groups /__/__/.__/ 72-75 *

Total no. of minutes adult observed /__/__/ 76-77 *

Total no. of minutes children observed /__/__/ 78-79 *

Bilingual = 1; Team = 2; Monolingual = 3 /__/ 80

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (TEACHER OR AIDE)<br>INSTRUCTIONAL: | A-2 | CARD #2 | c.c. | | | c.c. | | CARD #3 | c.c. |
| GROUP | | COF2275 | 1-7 | | BLANK | 30 | | COF3275 | 1-7 |
| Checks work | | Checks work | | | Checks work | | | | |
| Questions | | Questions | | | Questions | | | | |
| Listens | | Listens | | | Listens | | | | |
| Gives info | | Gives info | | | Gives info | | | | |
| Supervises | | Supervises | | | Supervises | | | | |
| Directs | | Directs | | | Directs | | | | |
| INDIVIDUAL | School Code | / / / | 8-10 | | | | School Code | / / / | 8-10 |
| Checks work | | Checks work | | | Checks work | | | | |
| Questions | | Questions | | | Questions | | | | |
| Listens | | Listens | | | Listens | | | | |
| Gives info | | Gives info | | | Gives info | | | | |
| Directs | | Directs | | | Directs | | | | |
| CLASS | Observation Number | / / / / | 11-13 | | | | Observation Number | / / / | 11-1 |
| Checks work | | Checks work | | | Checks work | | | | |
| Questions | | Questions | | | Questions | | | | |
| Listens | | Listens | | | Listens | | | | |
| Gives info | | Gives info | | | Gives info | | | | |
| Supervises | | Supervises | | | Supervises | | | | |
| Directs | | Directs | | | Directs | | | | |
| NON-INSTRUCT. | | NON-INSTRUCT. | | | NON-INSTRUCT. | | | | |
| SOCIAL CLIMATE: | | BLANK | 14-19 | | | | | BLANK | 14-1 |
| Supports | | Supports | | | Supports | | | | |
| Neutral | | Neutral | | | Neutral | | | | |
| Negates | | Negates | | | Negates | | | | |
| (STUDENT) | M=1, F=2 Sex | / / | 20 | M=1, F=2 Sex | / / | 51 | M=1, F=2 Sex | / | 20 |
| SOCIAL CLIMATE: | A=1, B=2, C=3, O=4 Ethnicity | / / | 21 | A=1, B=2, C=3, O=4 Ethnicity | / / | 52 | A=1, B=2, C=3, O=4 Ethnicity | / | 21 |
| Attentive | | / / / | 22-23 | | / / / | 53-54 | | / / / | 22-2 |
| Asks help | | / / / | 24-25 | | / / / | 55-56 | | / / / | 24-2 |
| Receives help | | / / / | 26-27 | | / / / | 57-58 | | / / / | 26-2 |
| S-S talk | | / / / | 28-29 | | / / / | 59-60 | | / / / | 28-2 |
| S-L talk | | / / / | 30-31 | | / / / | 61-62 | | / / / | 30-3 |
| Inattentive | | / / / | 32-33 | | / / / | 63-64 | | / / / | 32-3 |
| Disruptive | | / / / | 34-35 | | / / / | 65-66 | | / / / | 34-3 |
| INSTRUCTIONAL: | | | | | | | | | |
| On task | | / / / | 36-37 | | / / / | 67-68 | | / / / | 36-3 |
| Off task | | / / / | 38-39 | | / / / | 69-70 | | / / / | 38-3 |
| In transition | | / / / | 40-41 | | / / / | 71-72 | | / / / | 40-4 |
| HOURS T/A Instr | | / / / | 42-43 | | / / / | 73-74 | | / / / | 42-4 |
| HOURS T/A Non-Instr | | / / / | 44-45 | | / / / | 75-76 | | / / / | 44-4 |
| HOURS S/D Instr | | / / / | 46-47 | | / / / | 77-78 | | / / / | 46-4 |
| HOURS S/D Non-Instr | | / / / | 48-49 | | / / / | 79-80 | | / / / | 48-4 |
| | | | | | END OF CARD 2 | | | | |

A-3
(TEACHER OR AIDE)
INSTRUCTIONAL:

Teacher = 1, Aide = 2
A = 1, B = 2, C = 3, Other = 4
M = 1, F = 2

| | | c.c. | | CARD #4 | c.c. |
|---|---|---|---|---|---|
| | | | | COF4275 | 1-7 |
| | BLANK | 50 | School Code | / / / / | 8-10 |
| GROUP | | | Observation Number | / / / / | 11-13 |
| Checks work | Checks work | | | / / / | 14-15 |
| Questions | Questions | | | / / / | 16-17 |
| Listens | Listens | | | / / / | 18-19 |
| Gives info | Gives info | | | / / / | 20-21 |
| Supervises | Supervises | | | / / / | 22-23 |
| Directs | Directs | | | / / / | 24-25 |
| INDIVIDUAL | | | Teacher or Aide | ▨ / | 26 |
| Checks work | Checks work | | | / / / | 27-28 |
| Questions | Questions | | | / / / | 29-30 |
| Listens | Listens | | | / / / | 31-32 |
| Gives info | Gives info | | | / / / | 33-34 |
| Directs | Directs | | | / / / | 35-36 |
| CLASS | | | Ethnicity | ▨ / | 37 |
| Checks work | Checks work | | | / / / | 38-39 |
| Questions | Questions | | | / / / | 40-41 |
| Listens | Listens | | | / / / | 42-43 |
| Gives info | Gives info | | | / / / | 44-45 |
| Supervises | Supervises | | | / / / | 46-47 |
| Directs | Directs | | | / / / | 48-49 |
| NON-INSTRUCTIONAL | NON-INSTRUCT. | | | / / / | 50-51 |
| SOCIAL CLIMATE: | | | Sex | ▨ / | 52 |
| Supports | Supports | | | / / / | 53-54 |
| Neutral | Neutral | | | / / / | 55-56 |
| Negates | Negates | | | / / / | 57-58 |
| | | | | END CARD4: [illegible] | |
| | | | | COF5275 | 1-7 |
| | | | School Code | / / / / | 8-10 |
| | | | Observation Number | / / / / | 11-13 |

| | | | c.c. | | | c.c. |
|---|---|---|---|---|---|---|
| (STUDENT) | M=1, F=2 Sex | ▨ / | 51 | M=1, F=2 Sex | ▨ | 14 |
| SOCIAL CLIMATE: | A=1, B=2, C=3, O=4 Ethnicity | ▨ / | 52 | A=1, B=2, C=3, O=4 Ethnicity | ▨ | 15 |
| Attentive | | / / / | 53-54 | | / / / | 16-17 |
| Asks help (T or A) | | / / / | 55-56 | | / / / | 18-19 |
| Receives help(TorA) | | / / / | 57-58 | | / / / | 20-21 |
| S-S talk | | / / / | 59-60 | | / / / | 22-23 |
| S-T talk | | / / / | 61-62 | | / / / | 24-25 |
| Inattentive | | / / / | 63-64 | | / / / | 26-27 |
| Disruptive | | / / / | 65-66 | | / / / | 28-29 |
| INSTRUCTIONAL: | | ▨ | ▨ | | ▨ | ▨ |
| On task | | / / / | 67-68 | | / / / | 30-31 |
| Off task | | / / / | 69-70 | | / / / | 32-33 |
| In transition | | / / / | 71-72 | | / / / | 34-35 |
| MOVES S/T/A Instr | | / / / | 73-74 | | / / / | 36-37 |
| MOVES S/T/A Non-Instr | | / / / | 75-76 | | / / / | 38-39 |
| MOVES S/S Instr | | / / / | 77-78 | | / / / | 40-41 |
| MOVES S/S Non-Instr | | / / / | 79-80 | | / / / | 42-43 |
| | | END OF CARD 3 | | | END CARD 5 | |

CULTURAL REFERENCES

| | M-A | B | A-I |
|---|---|---|---|
| Historical | | | |
| Present | | | |

Key: Letters may appear in any combination

Display/Material
In terms of student involvement

blank = none (no items)
a = observe (isolated item(s))
b = comprehend (items/theme)
c = react/act (manipulatives, student activity involved)

Lesson/References
In terms of formalization

blank = none (no references)
d = spontaneous (unplanned additions)
e = planned (anticipated, arranged)
f = incorporated (part of larger unit)

Z-37

Notes:

RETURN TO PAGE #1 AND COMPLETE THE ITEMS INDICATED WITH A STAR (★)

# Classroom Observation Reaction Form

## Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

Other comments concerning the observation:

Observation I.D. ______________________________

Please fold, staple, and drop into the district mail. Thanks.

AISD BILINGUAL PROGRAM
PARENTAL-SCHOOL-COMMUNITY INVOLVEMENT AND PARENT EDUCATION PROGRAM
MONTHLY ACTIVITY SHEET

SCHOOL:______________________

MONTH__________, 19_____

TEACHER______________________

ATTACHMENT B - 1

| [illegible] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**ACTIVITY CODE**

School Visits:
- a. instructional
- b. recreational
- c. cultural
- d. materials preparation
- e. field trip
- f. program preparation
- g. supervision
- h. party
- i. visitation
- j. conference- school initiated
- k. conference- parent initiated
- l. other (explain on back)

Home Visits:
- m. student progress
- n. attendance
- o. recruitment
- p. information
- q. getting acquainted
- r. other (explain on back)

**VISITOR CODE**

M = mother
F = father
B = both
O - other

**TIME CODE**

Enter Nearest 1/4 hour (e.g. 1/4, 1/2, 3/4, 1, 1-3/4, etc.)

**EXAMPLE**

| |
|---|
| dM |
| 1-1/4 |

E-33

ATTACHMENT C - 1

## PARENTAL INVOLVEMENT

## MAJOR EVENTS AT TITLE VII SCHOOLS

**Brooke**

Covered Dish Luncheon to explain the parental involvement program at Brooke and sign up parents for the different activities.

Home Reading Reinforcement Workshop

Christmas Decorations Workshop

Brightening Kindergarten Rooms-painting furniture

Assembly of Instructional Kits

**Becker**

16 de Septiembre celebration- food, program, costumes
Coffee- Orienting parents to the Bilingual Program
Coordinating with Title I and Becker Community School

Approximately 10 field trips involving K-4
Turkey Farm, Bakery, Tortilla House, Natural Science Center, Fishing, Nature Hike, Trip to see Santa.

Coffee- Planning parent participation

Appreciation of volunteers Christmas Program

Four materials preparation sessions

Christmas Stocking making session

**Rosedale**

Arts and Crafts- two evening sessions to make items to sell at school carnival.

Coffee- Orienting parents to Bilingual Program

Spanish classes for parents so that they can learn at home.

**Reilly**

Arts and Crafts- several sessions in the evenings and during the day to make items to sell at school carnival. Approximately 80 hours of volunteer time.

Coffee- Orienting parents to the Bilingual Program

Spanish classes for parents so that they can reinforce learning at home.

**Zavala**

Posadas- December 20, 1974. Procession from Cristo Rey Church to Santa Rita Street (across from school) Children and parents carried lighted candles and sang posada songs. Fiesta followed with food and pinata.

**Ridgetop**

Covered Dish Supper-to acquaint parents with school, principal and faculty. 150 persons attended.

Improving playground- tire swings, sandbox, tire tunnel

School Carnival

Assembly of instructional kits

Coordinating Reading Tutors Program

**Maplewood**

Parent meeting to plan for a Mexican Supper

Decorations making session

Tamale Supper to raise fund for school. 100 persons attended.

**Blanton**

Meeting for Parents of Children in Bilingual Program

**Dawson**

Fiesta de 16 de Septiembre-parents brought food for tasting party

Dawson Carnival-parents made boutique items to sell

Costume making for Christmas plays

PTA- Bilingual Units- Noche Bilingue

Field Trips

ATTACHMENT D - 1

| PAC Members | Classification | Address | Telephone | School or Organization | Representative (R) Alternate (A) |
|---|---|---|---|---|---|
| Dominga Tovar | Parent | 3117 Castro | | Brooke | R |
| Annie Flores | " | 3010 Castro | 385-1833 | Brooke | A |
| Agapita Limon | " | 906 Live Oak | 444-9724 | Becker | R |
| Dorcas Amaro | " | 1607 S. 3rd | 444-9242 | Becker | A |
| Paula Villalba | " | 1104 Fieldcrest | 442-3015 | Dawson | R |
| Carol Valdez | " | 120 La Vista | 442-3313 | Dawson | A |
| Alice Montoya | " | 2204 Santa Rita | 474-4162 | Zavala | R |
| Matilde Montoya | " | 735 Cherio St. | | Zavala | A |
| Mr. Jamie B. Organista | " | 1630 B. W. 6th St. | | Mathews | R |
| Mrs. Nelly C. Organista | " | 1630 B. W. 6th St. | | Mathews | R |
| Sylvia Martinez | " | 1106 Omega | 926-0393 | Ortega | R |
| Noemi Delgado | " | 10213 Willfield Dr. | 836-1943 | Ridgetop | R |
| Mrs. Lille Valdez | " | 5602 Tura Lane | 926-3311 | Ortega | R |
| Jo Martin | " | 4527 Avenue D | 459-9580 | Ridgetop | A |
| Betty Ellis | " | 8222 N. Lamar 72-A | 836-7787 | T. A. Brown | R |
| Cecilia Fraustro | " | 7703 Creston | 454-1319 | T. A. Brown | A |
| Trinie Acosta | " | 3705 Basford | 478-8958 | Maplewood | R |
| Rita Chavarria | " | 2711 Manor Rd. | 477-4087 | Maplewood | A |
| Wanda Tomme | " | 503 Wilms | 453-9608 | Reilly | R |
| Marian Brammet | " | 605 Irma | 454-4963 | Reilly | A |

| PAC Members | Classification | Address | Telephone | School or Organization | Representative (R) Alternate (A) |
|---|---|---|---|---|---|
| Irma Novoa Esparza | Parent | 702 Lamar PL. Apt. 103 | 459-5009 | Reilly | R |
| Mrs. Mary McMillan | " | 4201 Marathon | 454-1563 | Rosedale | R |
| Mrs. Rosie Gonzalez | " | 5400 McCandless | 454-7169 | Rosedale | A |
| Mrs. Leonard Harsel | " | 6615 Greensboro | 926-7627 | Blanton | R |
| Mrs. Earl Cantrell | " | 5711 Wight Cove | 928-0511 | Blanton | A |
| Mrs. Kitteredge | " | 1904 Ann Arbor | 442-0927 | Joslin | R |
| Mrs. Basse | " | 5909 Glenhollow | 441-3556 | Joslin | A |
| Mrs. Ortega | " | 4606 Bouldin | 442-8955 | Travis Hts. | R |
| Mrs. Gonzales | " | 506 South Park | 441-0065 | Travis Hts. | A |
| Ruben Armendariz | " | 9802 Childress | 836-9514 | Webb | R |
| Mrs. Charles D. Williams | " | 8908 Briardale | 836-6874 | Webb | A |
| Mrs. Nettie Rocha | Com. member | 8901 Viking Drive | 836-8729 | Austin Com. College | R |
| Eva Garcia-Carrillo Currie | Com. member | 1811 Alameda Drive | 442-5881 | Sch. of Com. U. of T | R |
| Cathy Vasquez | Com. member | 609 W. Gibson |  | Southwest Lab. | R |
| Noemi Villarreal | Com. member | 10201 Sunhill | 837-1060 | MAPBWA<br>(Mex. Am. Prof. & Bus. Womens Assoc.) | R |
| Inez Mendoza | Com. Rep. T. VII | 2613 E. 7th | 385-5183 | Brooke | R |
| Rose Maria Gonzalez | " " T. VII | 1208 Lily Terrace | 385-6604 | Ortega | R |
| Mary Lou Urias | " " T. VII | 2810 Brenewood | 447-3132 | Dawson | R |
| Avelina Castilleja | " " T. VII | 1112 Turtle Creek | 444-4449 | Becker | R |
| Gloria Cervantes | " " T. VII | 305 Sheraton | 444-5212 | Joslin - Travis Hts. | R |

2-43

D-2

| PAC Members | Classification | Address | Telephone | School or Organization | Representative (R) Alternate (A) |
|---|---|---|---|---|---|
| Louisa Cardenas | Com. Rep. Liason<br>Title VII | 1313 Broadmoor | 453-7751 | Reilly, Rosedale<br>T.A.Brown, Maplewwod | R |
| Hilda Ramirez | Com. Rep. T. VII | 5701 Wellington | 926-2129 | Blanton | R |
| Alicia Zapata | Com. Rep. T. VII | 1415 Kamar | 454-0727 | Ridgetop | R |
| Eva Barron | Paretnal Inv. Coord. T. VII | 4621 Philco Dr. | | AISD | R |
| Mr~~s~~. Ralph Finklea | Principal | Travis Hts. Elem. | 442-5121 | Travis Hts. | R |
| Miss Hermelinda Rodriguez | Principal | Zavala Elem. | 472-0505 | Zavala | A |
| Mr. Gilbert Cantu | " | Ridgetop Elem. | 459-7901 | Ridgetop | R |
| Mr. Wayne Rider | " | Joslin | 442-3287 | Joslin | R |
| Laura Rodriguez | Teacher | Brooke Elem. | 385-3716 | Brooke | R |
| Elva Cantu | Teacher | Becker Elem. | 442-6345 | Becker | A |
| Imelda Morales | Teacher | Ridgetop Elem. | 459-7901 | Ridgetop | R |
| Margarita Ramirez | Teacher | Daswon | 442-2143 | Dawson | R |
| Thelma Garza | Student | 5703 Breezewood | 442-1353 | Crockett | R |
| Wanda Friske | Student | 910 Mansell | 385-1919 | Johnston | R |
| Gloria Verastequi | Student | 1004 Gunter | 926-6392 | Johnston | R |
| Edward Alcoser | Student | 900 W. Oltorf | 441-6329 | Travis High | R |

[illegible]

* Baker and Read have no representation as of now due to the lack of Community Representative on these campuses. Names will appear on updated roster.

* Areas 1 & 4 have no representation as of now Mr. John Belle & Ms. Kay Killough have been contacted. Name of these representatives will appear on updated roster.

| | | | |
|---|---|---|---|
| Roberta Hartung | Principal | Rosedale | R |
| Mary Louise Blundell | Teacher | | R |

D-3

2-14

ATTACHMENT E - 1

## LIST OF INSERVICE SESSIONS

## COMMUNITY REPRESENTATIVES

October 9, 1974 -
1. Record Keeping Procedures
2. Coordination with other programs on Campus
3. Evaluation process - in regard to measuring Parental Involvement Component Objectives.

October 14-18, 1974 Games Workshop

October 16, 1974 -
1. Particular problems and concerns
2. Alternate methods of solution

October 24, 1974 - Community Involvement
1. How to set priorities
2. How to identify problems
3. Involving people in planning

October 25, 1974 - Communication Skills
1. Team building stategy
2. Cultural Awareness
3. Problem Solving Techniques

October 30, 1974 - How to Administer Parent Questionaires

November 21, 1974- Philosophy of Bilingual Education
Explanation of Instructional Model

December 4-5, 1974- Materials Making - Assembly of Instructional Kits

January 10, 1975 - Materials Making - Assembly of R.O.L.L. Kits

January 16, 1975- Material Making - Assembly of R.O.C.K. Kits

January 17, 1975 - The What, How, Who, Why of Bilingual Education
AM Home Culture
PM Reviewing of Materials - Southwest Education Development Laboratory

February 13, 1975- Progress of Parental Involvment Component
1. Evaluation
2. Record Keeping
3. Cultural Awareness

## PROJECTED INSERVICE

| | |
|---|---|
| March 6, 1975- | The Use of Parental Involvement Manual "Follow Through Program" SEDL |
| March 20, 1975 | District Inservice |
| April 10, 1975 | The Workshop Program "Follow Through Program" SEDL<br>Preparation of 5 Activities on Material Making |
| April 24, 1975 | The Home Activities Program "Follow Through Program" SEDL<br>Preparation of 5 Activities on Material Making |
| May 8, 1975 | Evaluation of Parental Involvement Component |
| May 29, 1975 | Wrap up - Turn in All Records - Pre-Service Schedule Annoncement |

## ATTACHMENT F

## FORMATIVE REPORTS

| Number | Title |
|---|---|
| 1 | Bilingual Summer Workshop |
| 2 | Workshop: Diagnostic Testing |
| 3 | Evaluation of the Workshop on Objectives, Instructional Model, and Curriculum |
| 4 | Evaluation of the ESL and SSL Inservice Training Workshop |
| 5 | Interviews of Bilingual Teacher Aides |
| 6 | Interviews of Teachers in Title VII K-4 Schools |
| 7 | Interviews of Teachers in Title VII K-1 Schools |
| 8 | Fall, 1974 Parent Interviews |

Copies of Formative Reports are available from the Office of Research and Evaluation.